

Religious Education Progression Milestones



Key Concepts	Pre-Milestone 1 (EYFS)	Milestone 1 (Year 1 & 2)	Milestone 2 (Year 3 & 4)	Milestone 3 (Year 5 & 6)
<p><u>Christianity – God</u></p> <p>This concept involves exploring the fundamental Christian belief of the existence of God, Father, Son and Holy Spirit.</p>	<p><i>Why is the word 'God' so important to Christians?</i></p> <ul style="list-style-type: none"> Explore what Christians believe about God and Creation. Learn that the word 'God' is important for Christians as the name of someone very important: the Creator of universe and all that is in it, including people and animals. A Church is a Christian place of worship. Know that learning from the Bible and praying are important parts of Christian living. Learn that God is eternal and has no beginning and end. Harvest is a time to give thanks to God the creator and provider. 	<p><i>What do Christians believe God is like?</i></p> <ul style="list-style-type: none"> Identify what a parable is. Retell religious stories simply eg 'The Lost Son' and recognise the link with the concept of God as a forgiving father. Give clear, simple accounts of what the story of 'The Lost Son' means to Christians. Give examples of ways in which Christians show their belief in God as loving and forgiving. Give an example of how Christians act out their belief into practice in worship. Think, talk and ask questions about whether they can learn anything from 'The Lost Son' for themselves. 	<p><i>What is the Trinity?</i></p> <ul style="list-style-type: none"> Identify the difference between a 'Gospel' which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions for what texts about God, baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 	<p><i>What does it mean if God is holy and loving?</i></p> <ul style="list-style-type: none"> Identify some of different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

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Key Concepts	Pre-Milestone 1 (EYFS)	Milestone 1 (Year 1 & 2)	Milestone 2 (Year 3 & 4)	Milestone 3 (Year 5 & 6)
<p><u>Christianity = Creation / Fall</u></p> <p>This concept involves exploring how the universe and human life are God's good creations. It also involves considering how humans are made in the image of God. The 'Fall' aspect explores how humans are 'fallen' and are in need of rescue or salvation.</p>	<p><i>Our Beautiful World</i></p> <ul style="list-style-type: none"> Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism. Christians, Jews and Muslims believe that the world and everything in it was planned and created by God. They believe the world was created in 6 days. Humans are important as they have a role as God's representatives on God's creation. Genesis 2:15 says they are to care for it, as a gardener tends a garden. Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc). 	<p><i>Who made the world?</i></p> <ul style="list-style-type: none"> Retell the story of Creation from Genesis 1:1-2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the Creation story tells Christians about God, Creation and the world. Give examples of what Christians do to say thank you to God for Creation. Think, talk and ask questions about living in an amazing world. 	<p><i>What do Christians learn from the Creation story?</i></p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe that God is the Creator. Ask questions and suggest answers about what might be important in the creation story for Christians living today and for people who are not Christian. 	<p><i>How do the religious and scientific stories of creation complement or conflict one another?</i></p> <ul style="list-style-type: none"> Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. Identify what type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.

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<p><u>Christianity – Salvation</u></p> <p>This concept explores how Jesus' death and resurrection effect the rescue or salvation of humans. Jesus is seen as the way back to God.</p>	<p><i>Why do Christians put a cross in an Easter Garden?</i></p> <ul style="list-style-type: none"> Explore what Christians believe about Jesus and the idea that Jesus is their Saviour. (He came to Earth on a rescue mission). Know that Jesus' name means 'He saves'. Know that Christians remember Jesus' last week at Easter. (Palm Sunday to Easter Monday). Understand the importance of the symbol of the cross. Understand that Easter is the most important festival of the year for Christians. Understand that Christians believe that Jesus came to show God's love. Know that Christians try to show love to one another. 	<p><i>Why does Easter matter to Christians?</i></p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' in the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say about sadness, hope or heaven, exploring different ideas. 	<p><i>Why do Christians call the day Jesus died 'Good Friday'?</i></p> <ul style="list-style-type: none"> Order Creation and Fall, Incarnation, Gospel and Salvation, within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<p><i>What difference does the resurrection make to Christians?</i></p> <ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires us. Offer and justify their own responses as to what different belief in Resurrection might make to how people respond to challenges and problems in the world today. <p><i>Was Jesus the Messiah?</i></p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify the Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah, a Saviour from God, it is important in the world today and, if it is true, what difference that might make in people's lives.

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<p><u>Islam – God</u></p> <p>This concept involves exploring how Allah is described in the Qur'an. It also involves looking at what Muslims learn about Allah and their faith through the Qur'an too. The purpose of visual symbols in a mosque is focused upon.</p>	<p><i>Our Special Books</i></p> <ul style="list-style-type: none"> Know that the Qur'an is a special book for Muslims. 	<ul style="list-style-type: none"> Know that Muslims believe that there is one God (tawhid), who created the universe, human beings and provided a straight path (shariah) to help keep the universe in harmony. Know that Muslims believe that there are 99 Names of Allah and these are the ways in which Muslims try to understand what God is like. Explain that the Qur'an is the holy book of Islam. It is the words of God and provides guidance for human beings. Know that Muslims believe that the Prophet Muhammad was the final prophet who received guidance directly from God. He lived it out in his own life and led people along the straight path. Recall the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power'). 	<ul style="list-style-type: none"> Know about the oneness of God (tawhid) and its reflection in the shahadah (statement of faith). Know about God as creator who has created the universe to be in harmony and who has also created human beings to be 'abd' (servant) and 'khalifa' (regent) to help him. Know about how God has set out a straight path (shariah) to help maintain harmony and has offered guidance (the natural world, the Qur'an and the prophets) to help humans follow this path. Know about the Five Pillars of Islam: 'Shahadah' (statement of belief), 'Salat' (prayer five times a day), 'Zakat' (charitable giving), 'Sawm' (fasting during the month of Ramadan), Hajj (pilgrimage to Makkah). Be able to explain about the role of the masjid (mosque) and its key features e.g. qibla, minaret, minbar, prayer mats, facilities for wudu. Also be aware of the ways in which mosques engage with the local community. 	

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<p><u>Islam – Being Human</u></p> <p>This concept involves exploring what the Qur'an says about how Muslims should treat others and live their lives. How Muslim teachings guide Muslims and the actions of inspirational Muslims are focused upon too.</p>	<p><i>Our Beautiful World</i></p> <ul style="list-style-type: none"> Khalifah in Islam means that humans have a responsibility to look after the Earth for God. In English this word can be translated as 'steward'. 	<ul style="list-style-type: none"> Know that Muslim faith is called 'Imam' and Muslims believe that is 'there is no God but God, and Muhammad is his prophet'. Know that Muslims believe that God created a universe in harmony and that the prophets are important. Be aware of the term Akhlaq (character, moral conduct) and about making good choices to keep creation in harmony. Know about the importance of serving others and showing compassion. Listen to stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) and how to care for others and make sure the world is a fair, just and harmonious place 		<ul style="list-style-type: none"> Recall the key beliefs: God, tawhid, everything created in harmony (muslim), humans as 'abd and khalifa to help keep everything in harmony; the straight path (shariah) they follow to help them do this. Recall the Five Pillars of Islam. Explore the role of human beings in maintaining a harmonious (muslim) world and the importance of the straight path (shariah) in helping to keep the world in harmony (muslim), as God intends it to be. Know that family life follows the example of the Prophet Muhammad, who was married and had children. Be aware of family life in terms of prayer at home, family involvement in key obligations, such as fasting and pilgrimage; the different, but complementary, roles of men and women; the respect children should show to their parents. Know how the Hadith (collections of the teachings and lived example (sunnah) of the Prophet Muhammad) provides additional guidance on how to follow the straight path (shariah). Be aware of the work of Muslim charities, such as Islamic Relief, the Red Crescent and Muslim Hands UK; the way in which their work connects with Muslims beliefs about God, the world and human beings. Learn about examples of contemporary Muslims and the ways in which their beliefs impact on their lives, e.g. Mo Farah, Mohamed Salah, Nadiya Hussain, Mohammed Ali ('Aerosol Arabic'; Muslim street artist), Sadiq Khan (Mayor of London), Sayeeda Hussain (Baroness Warsi , member of the House of Lords).

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<p><u>Islam – Community, Worship and Celebrations</u></p> <p>This concept involves exploring what Muslims do to express their beliefs and which celebrations are important. It also focuses upon how Muslim worship and celebration build a sense of community.</p>	<p><i>My Friends and Special People</i></p> <ul style="list-style-type: none"> Be introduced to special people in religion, e.g. Jesus, Prophet Muhammad, Moses, Guru Nanak, etc. Understand the idea that some people in religious communities have special jobs, e.g. vicar, imam, rabbi, etc. 	<ul style="list-style-type: none"> Know that Muslims worship (ibadah) or pray five times a day. Know that all Muslims pray facing Makkah and before they pray, they wash (wudu). Identify the key objects associated with prayer: prayer mat, prayer beads (subha) and compass (to indicate the direction of Makkah). Know that Muslims study the Qur'an and that they study the Qu'ran to find out how to follow the straight path (shariah) and learn to recite the Qur'an. Explore festivals eg Eid ul-Fitr, Eid ul-Adh, focus upon key practices and how they relate to Muslim beliefs about God, the universe and human beings. 	<ul style="list-style-type: none"> Recall the key beliefs: God, tawhid, everything created in harmony (muslim), humans as 'abd' and 'khalifa' to help keep everything in harmony. Recall the importance of the straight path (shariah) and the guidance God provides to help them follow the straight path. Explore 'Ummah' – the global community of Muslims and the way this relates to the idea of harmony and the straight path. Explore how The Five Pillars relate to Muslim beliefs: Shahadah (statement of belief), Salat (prayer), Zakat (charitable giving), Sawm (fasting during the month of Ramadan), Hajj (pilgrimage to Makkah). Know that the mosque (masjid) is a centre of the Community. It also provides education, welfare and engages with the wider local community. Explore festivals and the ways in which they relate to Muslim beliefs eg Eid ul- Fitr, Eid ul- Adha. 	

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<p><u>Islam – Life journey, rites of passage</u></p> <p>This concept explores how Muslims show how they belong to their religion eg how a child's birth is celebrated.</p>		<ul style="list-style-type: none"> Explore the importance of community (ummah) in Islam. Explore how new members of the Muslim community (ummah) are celebrated eg the birth of a baby. Learn about traditions associated with the birth of a baby: the whisper of the call to prayer (adhaan) into the baby's ear, the aqiqah ceremony at 7 days old, giving a gift of food to the poor, shaving the baby's hair and giving this weight of silver to the poor and naming the baby. 		<p>Explore the rituals and traditions linked to Islam and Judaism.</p> <p><i>Islam:</i></p> <ul style="list-style-type: none"> The birth of a baby (reciting the adhaan [call to prayer] into the baby's ear, giving them something sweet to taste, shaving the baby's head and the aqiqah ceremony). Marriage (a social contract, mahr [a financial gift given to the bride], the nikah [marriage ceremony]; the role of cultural traditions in Muslim weddings). Death (burial rituals should take place as soon as possible after death [within three days]; ritual collective washing of the body, wrapping the body in white cloth [death as an equaliser], buried facing Makkah; Muslims are never cremated). <p><i>Judaism:</i></p> <p>Explore the traditions and rituals linked to</p> <ul style="list-style-type: none"> Birth (brit milah). Initiation (bar/bat mitzvah [lit. 'son' or 'daughter of the commandment'] Marriage (signing the ketubah [marriage contract], the seven blessings and drinking from the Kiddush [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant). Death (burial rituals should take place as soon as possible after death; the body is washed and dressed in tachrichim [a simple white shroud]; men are also wrapped in their tallit [prayer shawl] - the fringes are cut off the tallit to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes – this is the act of keriah to show their grief; Jews are buried, not cremated). The value of religion: is religion important because it makes certain claims about God, the world and human beings that religious believers accept as the truth?

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<p><u>Hinduism – God</u></p> <p>This concept explores how deities and key figures are described in Hindu sacred texts and stories. It also explores what Hindus might understand about the Divine through stories and the purpose of visual symbols in the mandir.</p>			<ul style="list-style-type: none"> • Know that Hinduism can be seen as an umbrella term for a collection of religious expressions and it is a monotheistic religion (belief in one ultimate reality). • Know that Brahman is the ultimate reality, the life force in all things. • Be able to explain the Trimurti: Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life). • Know how the symbol of the lotus flower features in the creation story with Brahma and Vishnu. • Learn about other deities e.g. Lakshmi, Hanuman, Ganesh. • Know about Atman (the soul) which travels continuously through the cycle of life: samsara (birth, life, death, reincarnation). • Know that the goal is for the Atman to break free from this cycle of life (moksha). • Understand that human beings can achieve moksha through fulfilling their dharma (duty). • Listen to stories from the Ramayana, Bhagavad Gita, Mahabarata, e.g. the story of Rama and Sita in the Ramayana, the story of Arjuna and Krishna in the Mahabarata. • Know that the aum symbol is a symbol of Brahman and the Atman. • Know that the aum can be used during meditation and in Hindu holy texts, e.g. the Upanishads. 	

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<p><u>Hinduism – Being Human</u></p> <p>This concept explores how Hindus reflect their faith in the way they live. It also explores what is karma and how it drives the cycle of samsara. In addition to this how Hindus might seek moksha is explored.</p>				<ul style="list-style-type: none"> Recall the key belief: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma. Explore the importance of dharma (duty) and the way in which it relates to beliefs about samsara, the atman and moksha. Explore ways in which a Hindu may try and fulfil their dharma (duty) by carrying out good actions (karma) and avoiding bad actions (karma). Explore Ahimsa – the principle of non-violence; the way in which this relates to beliefs about ahimsa, samsara, moksha and karma; vegetarianism in Hinduism. Understand how the role of yoga, meditation and renunciation in helping Hindus focus on Brahman and their dharma; sadhus and sadhvi (men and women who have renounced worldly life). Explore the concept of satsang (togetherness) – the importance of the family, the community and society. Examples of Hindus and the way they lived their lives, e.g. Mahatma Gandhi, A. C. Bhaktivedanta Swami Prabhupada, Dev Patel, Meera Syal.

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<p><u>Hinduism – Community, Worship and Celebration</u></p> <p>This concept explores how Hindu belief is expressed individually and collectively. It also focuses upon how Hindu worship and celebration build a sense of community.</p>			<ul style="list-style-type: none"> • Be able to recap the key beliefs: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma. • Explore worship at home (a shrine and a murti), devotion to particular deities, importance of the family and the way in which dharma relates to family life. • Explore worship in the mandir: <ul style="list-style-type: none"> ○ Puja tray (a bell, water, flowers, fruit/food, incense); the arti ceremony; the sharing of prashad. • Explore festivals: <ul style="list-style-type: none"> ○ Diwali – the story of Rama and Sita in the Ramayana; association with the deity, Lakshmi; key practices associated with the festival; cleaning the home; wearing new clothes; exchanging gifts; firework displays; examples of Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment. ○ Holi – a spring festival associated with harvest; sometimes associated with Krishna; a time when social hierarchies are suspended. It is a time of seeing all people as equal; key practices, e.g. throwing coloured powder to symbolise the life and energy of the natural world, dancing, singing, bonfires, etc.; examples of Holi in the UK and elsewhere in the world – its impact on the environment. ○ Raksha Bandhan (sometimes called Rakhī) – the festival of brothers and sisters; now a celebration of the relationship between brothers and sisters and the dharma (duty) one has to one’s family; key practices, e.g. tying a red thread (rakhi) around the wrist to symbolise the bond of duty that connects brothers and sisters; giving of gifts/sweets between siblings. 	

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<p><u>Hinduism – Life Journeys, Rites of Passage</u></p> <p>This concept explores how Hindus show that they belong to Hinduism.</p>				<p>Explore the traditions and rituals Hinduism and Judaism.</p> <p><i>Hinduism (Samskaras):</i></p> <ul style="list-style-type: none"> • Birth (namkarna and jatakarma – naming ceremony and welcome ceremony). • Initiation (upanayana – sacred thread ceremony). • Marriage (vivaha). • Death (antyeshti). • The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma <p><i>Judaism:</i></p> <p>Explore the traditions and rituals linked to</p> <ul style="list-style-type: none"> • Birth (brit milah). • Initiation (bar/bat mitzvah [lit. ‘son’ or ‘daughter of the commandment’]). • Marriage (signing the ketubah [marriage contract], the seven blessings and drinking from the Kiddush [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant). • Death (burial rituals should take place as soon as possible after death; the body is washed and dressed in tachrichim [a simple white shroud]; men are also wrapped in their tallit [prayer shawl] - the fringes are cut off the tallit to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes – this is the act of keriach to show their grief; Jews are buried, not cremated). • The value of religion: is religion important because it makes certain claims about God, the world and human beings that religious believers accept as the truth?

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Additional Units	<p style="text-align: center;"><i>Myself</i></p> <ul style="list-style-type: none"> Be introduced to people who belong to a religious group. Talk about different family groups. Explore similarities and differences in people's homes, families, dress, food, festivals and lifestyles. Think about and ask questions about themselves and other people and listen to answers. Respond to their own ideas and the ideas of others including their hopes, dreams, opinions and ways they approach happy and sad times. Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures. 	<p style="text-align: center;"><i>Places of Christian Worship:</i></p> <ul style="list-style-type: none"> Explore special artefacts and what they symbolise: candle, font, altar. Know that baptism symbolises entry into the Christian community and learn about Jesus' baptism (Matthew 3:13-17) and its connections with the Christian belief about God as Trinity (Father, Son and Holy Spirit). Learn about the key elements of a baptism service ie promises, prayer, sprinkling of water, candle. Explore the different ways in which baptism is performed in different Christian denominations and how children and adults are baptised. Explore the different ways in which Holy Communion is celebrated by different Christian denominations. 	<p style="text-align: center;"><i>Pilgrimages:</i></p> <ul style="list-style-type: none"> Understand that pilgrimage is a significant journey carried out for a special reason. Explore examples of religious and non-religious pilgrimages (e.g. pilgrimage to a particular football ground or site of significance for your family, to war graves, to the place of birth of an important person, etc. Understand how Jerusalem is a place of pilgrimage for Jews, Christians and Muslims and explore its significance for each group (Judaism: the site of the Jewish temple, destroyed in 70CE by the Romans; Christianity: the site of some of Jesus' teaching and of his death and resurrection; Islam: the third most holy site for Muslims (known as al-Quds), the place of the Dome of the Rock and the al-Asqa mosque; believed to be the place to which the Prophet Muhammad travelled during his night journey; key features of the pilgrimages to Jerusalem for each religious group and the ways in which these relate to beliefs about God, the world and human beings Explore at least two Christian sites of pilgrimage, e.g. Lincoln, Walsingham, Lourdes, Lindisfarne, Jerusalem, and how some pilgrimages may relate to specific denominations of Christianity. Learn about the key features of the chosen pilgrimage and the ways in which these practices relate to Christian beliefs about God, the world and human beings. Explore the Hindu festival of Kumbh Mela – it is celebrated at four times over the course of twelve years at four different sites of pilgrimage, four sacred rivers; takes place over the course of around 50 days. Discuss the impact of pilgrimage on the natural world and the way in which this challenges the value religious believers place on the environment and their duty to protect it. 	<p style="text-align: center;"><i>Do you have to believe in God to be good?</i></p> <ul style="list-style-type: none"> Recognise that the word 'good' means different things to different people. Think about how understanding what 'bad' is might help us understand what 'good' is. Explore examples of religions and worldviews that do not have a concept of God eg Buddhism. Investigate practical examples of ways in which Buddhists and Humanists respond to and act on ethical issues, e.g. care of the environment, poverty, care of the elderly, etc.
	<p style="text-align: center;"><i>My Friends and Special People</i></p> <ul style="list-style-type: none"> Be introduced to people who belong to a religious group. Talk about different family groups. Explore similarities and differences in people's homes, families, dress, food, festivals and lifestyles. Think about and ask questions about themselves and other people and listen to answers. Respond to their own ideas and the ideas of others including their hopes, dreams, opinions and ways they approach happy and sad times. Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures. 			

	Pre-Milestone 1 (EYFS)	Milestone 1 (Year 1 & 2)	Milestone 2 (Year 3 & 4)	Milestone 3 (Year 5 & 6)
<u>Additional Units</u>	<p><i>Our Beautiful World</i></p> <ul style="list-style-type: none"> Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc. Jewish idea of Tikkun Olam (repairing the world) this concept is defined by acts of kindness performed to perfect or repair the world. 	<p><i>Judaism:</i></p> <ul style="list-style-type: none"> Know that Jewish people believe in one God who created the world. Know that the people of Israel (Jewish people) are God's chosen people. Know that God has entered into a series of contracts (covenants) with his chosen people, including covenants with Noah, Abraham and Moses. Understand that Jewish people believe that it is important to follow God's commandments (mitzvot). Know that The Torah is an important religion text for Jewish people and explore how it is used and treated in the synagogue. 	<p><i>Buddhism:</i></p> <ul style="list-style-type: none"> Know that Buddhists believe that Siddharta taught many truths. Know that the Buddha teaches that people need to accept that everything changes – it is a natural part of life and should be embraced rather than feared. Know that to help people know what to do and not to do, Buddha gave Buddhists the eight-fold path. Know that Buddhists believe the eight-fold path leads to happiness and freedom from suffering. Know that the Dharma wheel represents the eight-fold path because it has 8 spokes. Just as every spoke is needed for the wheel to keep turning, Buddhists need to follow each step of the path. Know that the Buddha realised that there are lots of things in life that hurt people or cause them not to be happy like illness. He also realised that having lots of money and riches may not make someone happy. Know that one of the most important things the Buddha discovered was that trying to lead a good life which helps others and does not hurt people or animals would help someone be happy. Know that the Buddha taught 'The Middle Way' – a life between luxury and self-denial. This is a code of practice or way of life that leads to true happiness. Know that Buddhists believe that happiness is a state of mind. The real source of happiness must lie within the mind. 	<p><i>Expressing Beliefs Through the Arts:</i></p> <ul style="list-style-type: none"> Understand the importance of creativity as a way to express meaning, emotion, knowledge, etc. Explore creativity as connected with what it means to be human; one of the key ways in which humans are different from other animals. Investigate the different ways in which human beings communicate meaning (e.g. language, art, music, drama, dance, computer code, mathematical equations, scientific formulae, etc.); the fact that different forms of expression are more suited to particular contexts. Consider the challenges of communication: the same word/symbol can mean different things to different people (e.g. 'field' means one thing to a cricketer, another to a farmer and another to a scientist investigating magnetism; the Statue of Liberty symbolises one thing to Americans and another to people living in Iraq). Consider the difficulties of communicating about ideas like God, hope, justice, truth, love, etc., using words. Explore the beliefs about creation and creativity in different religions (e.g. Christianity, Islam, Hinduism, Judaism) Consider the reasons why some religious people will depict God/key religious figures visually and others will not (e.g. Christianity: it is acceptable to draw pictures of God because the material world is precious to God because he created it. Islam and Judaism: drawing pictures of God or key religious figures is prohibited because people might be tempted to worship the pictures instead of God). Look at examples of religious art and art exploring religious themes (eg the Methodist Modern Art Collection, resources on the National Gallery website, information on calligraphy in Islamic traditions). Produce work as part of the NATRE Spirited Arts competition
	<p><i>Our Special Books</i></p> <ul style="list-style-type: none"> Know that books are special and how we should treat them. Know that there are special books and special stories for members of a religious group. Have listened to some stories from different religions eg Jesus' birth, the parables (eg The Good Samaritan and the Lost sheep), the story of the Prophet Muhammad and the spider, the story of Jonah and the whale, etc. Know that the Bible is a special book for Christians and that the first part is special for Jewish people too. Know that the Torah is a special book for Jewish people. 	<ul style="list-style-type: none"> Be aware of other important texts in Judaism – the Tenakh (the Torah), Neviim [Prophets] and Ketuvim [Writings]. This makes up the Old Testament in the Christian Bible Identify the key stories/figures in the Torah e.g. Moses, Abraham, Adam and Eve. Explore the traditions and rituals associated with the Jewish place of worship called the synagogue. (Yad, Ner Tamid, Taillit). Understand that there are different styles of worship in different denominations of Judaism. Explore Shabbat (weekly festival) and how it is related to the day of rest in the Jewish creation story. Also learn about the key practices associated with Shabbat, e.g. shared family meal, blessing, lighting candles, etc Explore key festivals, e.g. Rosh Hashanah, Yom Kippur, Sukkot, Hanukkah, Passover. Listen to stories associated with these festivals, beliefs that underpin them, key practices and the ways in which these relate to the beliefs 		