



Halling Primary School

Religious Education Milestone Progression

Threshold Concept	Milestone 1 (Years 1 & 2)	Milestone 2 (Years 3 & 4)	Milestone 3 (Years 5 & 6)
<p>Understand beliefs and teachings</p> <p>This concept involves understanding the key teachings of various religions.</p>	<p>Describe some of the teachings of a religion.</p> <p>Describe some of the main festivals or celebrations of a religion.</p>	<p>Present the key teachings and beliefs of a religion.</p> <p>Refer to religious figures and holy books to explain answers.</p>	<p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p>
<p>Understand practices and lifestyles</p> <p>This concept involves understanding the day to day lives and practices of various religions.</p>	<p>Recognise, name and describe some religious artefacts, places and practices.</p>	<p>Identify religious artefacts and explain how and why they are used.</p> <p>Describe religious buildings and explain how they are used.</p> <p>Explain some of the religious practices of both clerics and individuals.</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Show an understanding of the role of a spiritual leader.</p>
<p>Understand how beliefs are conveyed</p> <p>This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<p>Name some religious symbols.</p> <p>Explain the meaning of some religious symbols.</p>	<p>Identify religious symbolism in literature and the arts.</p>	<p>Explain some of the different ways that individuals show their beliefs.</p>
<p>Reflect</p> <p>This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<p>Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>Relate emotions to some of the experiences of religious figures studied.</p> <p>Ask questions about puzzling aspects of life.</p>	<p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>Give some reasons why religious figures may have acted as they did.</p> <p>Ask questions that have no universally agreed answers.</p>	<p>Recognise and express feelings about their own identities.</p> <p>Relate these to religious beliefs or teachings.</p> <p>Explain their own ideas about the answers to ultimate questions.</p> <p>Explain why their own answers to ultimate questions may differ from those of others.</p>
<p>Understand values</p> <p>This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	<p>Identify how they have to make their own choices in life.</p> <p>Explain how actions affect others.</p> <p>Show an understanding of the term 'morals'.</p>	<p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p>	<p>Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>Express their own values and remain respectful of those with different values.</p>