



**INSPIRE   NURTURE   BELIEVE   ACHIEVE**

*Working together to be the best that we can be.*

## **Key Milestones: R.E. – Year 1**

## Year 1 – Key Milestones

<b>Cycle A</b>	Autumn A: 1.1 Who is a Christian and what do they believe?	Autumn B: 1.4 What can we learn from Sacred books? (Christmas)	Spring A: 1.3 Who is a Jewish Person and what do they believe?	Spring B: 1.6 How and Why do we celebrate special times? (Passover and Easter)	Summer A: 1.8 How can we care for others and the world and why does it matter?	Summer B: Art and Other Faiths Week
<b>Cycle B</b>	Autumn A: 1.2 Who is a Muslim and what do they believe?	Autumn B: 1.6 How do we celebrate special times? (Christmas)	Spring A: 1.4 What can we learn from Sacred books?	Spring B: 1.5 What makes a place sacred? (Church focus) + Easter	Summer A: 1.7 What does it mean to belong to a faith community?	Summer B: Art and Other Faiths Week

<u>Cycle A</u> <u>Autumn A</u>	<b>CHRISTIANITY - 1.1 Who is a Christian and what do they believe?</b>
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<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I know that Christians believe in God and follow the example of Jesus.</li> <li>• I can recognise some Christian symbols and images used to express ideas about God</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can talk about some simple ideas about Christian beliefs about God and Jesus</li> <li>• I can re-tell a story that shows what Christians might think about God, suggesting what it means.</li> <li>• I can talk about issues of good and bad, right and wrong arising from the stories</li> <li>• I can ask some questions about believing in God and offer some ideas of my own.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can make links between what Jesus taught and what Christians believe and do.</li> <li>• I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it.</li> </ul>
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<u>Cycle A</u> <u>Autumn B</u>	<b>CHRISTIANITY - 1.4 What can we learn from Sacred books? (Christmas)</b>
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<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can talk about some of the stories that are used in religion.</li> <li>• I know that the Christian Sacred book is called the Bible.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can talk about why people still read stories that are used in their religion</li> <li>• I can recognise some ways in which Christian people treat their sacred books</li> </ul>
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	<p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can recognise that sacred texts contain stories which are special to many people and should be treated with respect</li> <li>• I can re-tell stories from the Christian Bible and suggest the meaning of these stories.</li> <li>• I can ask and suggest answers to questions arising from stories about Jesus</li> <li>• I can talk about issues of good and bad, right and wrong arising from the stories</li> </ul>
<p><b>Cycle A Spring A</b></p>	<p><b>JUDAISM - 1.3 Who is a Jewish person and what do they believe?</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I know that Jewish people believe in God.</li> <li>• I can recognise that some Jewish people remember God in different ways (e.g. on Shabbat)</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can talk about how Shabbat is a special day of the week for Jewish people.</li> <li>• I know that the mezuzah helps some Jewish people to remember God.</li> <li>• I can re-tell a story linked to a Jewish festival (Sukkot or Hanukah)</li> <li>• I can ask some questions about believing in God.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>• I can give some examples of what Jewish people might do to celebrate Shabbat.</li> <li>• I can re-tell a story that shows what Jewish people at the festivals of Sukkot or Hanukah might think about God, suggesting what it means</li> <li>• I can offer some ideas of my own to answer questions about believing in God.</li> </ul>
<p><b>Cycle A Spring B</b></p>	<p><b>JUDAISM and CHRISTIANITY - 1.6 How and why do we celebrate special times? (Pesach and Easter)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can identify a special time that I celebrate.</li> <li>• I can explain simply what celebration means.</li> <li>• I can talk about ways in which Jesus was a special person who Christians believe is the Son of God.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can identify some ways Christians celebrate <b>Easter</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can identify some ways Jewish people celebrate <b>Pesach (Passover)</b>.</li> <li>• I can re-tell stories connected with <b>Easter</b>.</li> <li>• I can re-tell stories connected with <b>Pesach</b>.</li> <li>• I can ask questions and suggest answers about stories to do with festivals.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can say why stories associated with Easter and Pesach are important to believers.</li> <li>• I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied.</li> <li>• I can say why traditions matter to believers.</li> </ul>
<p><u>Cycle A</u> <u>Summer A</u></p>	<p><b>MIXED - 1.8 How can we care for others and for the world and why does it matter? (Christian Muslim, and Jewish People)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can talk about how religions teach that people are valuable, giving simple examples.</li> <li>• I can recognise that some people believe God created the world and so we should look after it.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>• I can identify ways that some people care for others and the world.</li> <li>• I can talk about issues of good and bad, right and wrong arising from the stories.</li> <li>• I can use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can identify ways that caring for others and the world is making a response to God by doing what he asks.</li> <li>• I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</li> </ul>
<p><u>Cycle A</u> <u>Summer B</u></p>	<p><b>ART AND OTHER FAITHS WEEK IN SCHOOL*</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• Notice and find out about religions and worldviews and respond using different forms of expression</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can ask questions and collect ideas about religions and worldviews.</li> <li>• I can talk about objects, people and materials.</li> <li>• I can retell stories from different religions and worldviews.</li> </ul>

	<p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can suggest meaning for stories from different religions and worldviews.</li> <li>I can explain why object and traditions are important to believers.</li> </ul>
<p><b>Cycle B Autumn A</b></p>	<p><b>ISLAM - 1.2 Who is a Muslim and what do they believe?</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I know that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.</li> <li>I can recognise that Muslims do not draw Allah or the Prophet, but use writing (calligraphy) to say what God is like</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.</li> <li>I can talk about some simple ideas about Muslim beliefs about God.</li> <li>I can re-tell a story about the life of the Prophet Muhammad.</li> <li>I can recognise some objects used by Muslims.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can explain how celebrating Ramadan and celebrate Eid-ul-Fitr might make Muslims feel.</li> <li>I can suggest why some objects used by Muslims are important.</li> </ul>
<p><b>Cycle B Autumn B</b></p>	<p><b>CHRISTIANITY - 1.6 How and why do we celebrate special times? (Christmas)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>I can identify a special time that I celebrate.</li> <li>I can explain simply what celebration means.</li> <li>I can talk about ways in which Jesus was a special person who Christians believe is the Son of God.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can identify some ways Christians celebrate <b>Christmas</b></li> <li>I can re-tell stories connected with <b>Christmas</b></li> <li>I can ask questions and suggest answers about stories to do with festivals.</li> </ul>

	<p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can say why stories associated with Christmas are important to believers.</li> <li>• I can collect examples of what people do, give, sing, remember or think about at Christmas.</li> <li>• I can say why traditions matter to believers.</li> </ul>
<p><b>Cycle B Spring A</b></p>	<p><b>ISLAM - 1.4 What can we learn from Sacred books? (Muslims)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can talk about some of the stories that are used in religion.</li> <li>• I know that the Muslim Sacred book is called the Qu'ran.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can talk about why people still read stories that are used in their religion</li> <li>• I can recognise some ways in which Muslim people treat their sacred books</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can recognise that sacred texts contain stories which are special to many people and should be treated with respect</li> <li>• I can re-tell stories from the Muslim Qu'ran and suggest the meaning of these stories.</li> <li>• I can ask and suggest answers to questions arising from stories.</li> <li>• I can talk about issues of good and bad, right and wrong arising from the stories.</li> </ul>
<p><b>Cycle B Spring B</b></p>	<p><b>CHRISTIANITY - 1.5 What makes a place sacred? (Church focus) + Easter</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can recognise that there are special places where people go to worship.</li> <li>• I know that the Christian place of worship is called a church.</li> <li>• I can talk about what people do in a church.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can identify at least three objects used in worship</li> <li>• I can talk about ways in which stories and objects used in churches, show what people believe.</li> <li>• I can talk about how different kinds of music make me feel.</li> <li>• I can ask good questions during a school visit about what happens in a church.</li> </ul>

	<p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can identify special symbols found in a place where people worship.</li> <li>• I can say something about what the symbols mean and how they are used.</li> <li>• I can talk about ways in which the symbols and objects used in churches, show what people believe.</li> <li>• I can describe some of the ways in which people use music in worship.</li> </ul>
<p><b>Cycle B Summer A</b></p>	<p><b>MIXED - 1.7 What does it mean to belong to a faith community? (Christian, Muslim and Jewish People)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can talk about what is special and of value about belonging to a group that is important to me.</li> <li>• I can show an awareness that some people belong to different religions.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can talk about what happens at a traditional Christian infant baptism /dedication.</li> <li>• I can talk about what happens at a traditional Christian marriage ceremony.</li> <li>• I can identify examples of co-operation between different people from a story.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can recognise and name some symbols of belonging from their own experience (e.g. football kit), for Christians and at least one other religion,</li> <li>• I can suggest what symbols of belonging might mean and why they matter to believers.</li> <li>• I can suggest what the actions and symbols mean in a baptism ceremony.</li> <li>• I can identify two ways people show they belong to each other when they get married.</li> </ul>
<p><b>Cycle B Summer B</b></p>	<p><b>ART AND OTHER FAITHS WEEK</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• Notice and find out about religions and worldviews and respond using different forms of expression</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can ask questions and collect ideas about religions and worldviews.</li> <li>• I can talk about objects, people and materials.</li> <li>• I can retell stories from different religions and worldviews.</li> </ul>

**Exceeding (meeting all other milestones plus the following):**

- I can suggest meaning for stories from different religions and worldviews.
- I can explain why object and traditions are important to believers.