



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Key Milestones: R.E. – Year 3

Year 3 – Key Milestones

Cycle A	Autumn A: L2.8 What does it mean to be a Hindu in Britain today?	Autumn B: L2.5 Why are festivals important to religious communities? (Diwali and Christmas)	Spring A: L2.4 Why do people pray? (Christian, Hindu &/or Muslim &/or Jewish people)	Spring B: EASTER SERVICE L2.3 Why is Jesus inspiring to some people?	Summer A: L2.9 What can we learn from religions about deciding what is right and wrong? (Christian, Jewish people and non-religious e.g. Humanists)	Summer B: Art and Other Faiths Week
Cycle B	Autumn A: L2.1 What do different people believe about God? (Christian, Hindu & or Muslim)	Autumn B: L2.7 What does it mean to be a Christian in Britain today? (Christmas)	Spring A: L2.6 Why do some people think that life is like a journey and what significant experiences mark this? (Christian, Hindu &/or Muslim &/or Jewish people)	Spring B: EASTER SERVICE L2.2 Why is the Bible so important for Christians today?	Summer A: L2.5 Why are festivals important to religious communities? (Ramadan and Eid-ul-Fitr)	Summer B: Art and Other Faiths Week

<u>Cycle A</u> <u>Autumn A</u>	HINDUISM - L2.8 What does it mean to be a Hindu in Britain today?
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<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I know that Hindus believe in many different gods. • I can name at least 3 different gods or goddesses. • I can retell a story about a Hindu god or goddess. • I can ask questions about how Hindus show their faith. • I can describe the shrine where Hindus worship and make suggestion about what they do. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can name some gods and goddesses and explain what they represent to the Hindu faith. • I can identify and name examples of what Hindus have and do in their families to show their faith • I can identify and name examples of what Hindus have and do in the Mandir to show their faith • I can ask good questions about what Hindus do to show their faith and suggest answers. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can describe some ways in which Hindus express their faith through puja, aarti and bhajans • I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes • I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.
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<p><u>Cycle A</u> <u>Autumn B</u></p>	<p>HINDUSIM & CHRISTIANITY - L2.5 Why are festivals important to religious communities? (Diwali and Christmas)</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can recognise and identify some differences between religious festivals and other types of celebrations. • I can retell some stories behind festivals (e.g. Christmas and Diwali) <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can make connections between stories, symbols and beliefs with what happens in at least two festivals. • I can ask questions and give ideas about what matters most to believers in festivals (e.g. Diwali and Christmas). • I can identify similarities and differences in the way festivals are celebrated within and between religions. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in my own life. • I can explain the key beliefs related to Diwali and Christmas and present my ideas using a variety of media.
<p><u>Cycle A</u> <u>Spring A</u></p>	<p>MIXED - L2.4 Why do people pray? (Christian, Hindu &/or Muslim &/or Jewish people)</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can describe what some believers say and do when they pray. • I can recite the Our Father prayer. • I can respond thoughtfully to examples of how praying helps religious believers. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can describe the practice of prayer in the religions studied • I can make connections between what people believe about prayer and what they do when they pray. • I can comment on similarities and differences between how Christians, Muslims and Hindus pray <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can describe ways in which prayer can comfort and challenge believers. • I can explain the meanings of key prayers which are central to the religions studied.

<p><u>Cycle A</u> <u>Spring B</u></p>	<p>CHRISTIANITY - L2.3 Why is Jesus inspiring to some people? (Easter)</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can ask questions raised by the stories • I can ask questions about the life of Jesus and his followers. • I can suggest some ideas about good ways to treat others linked to their learning. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can give examples of how Christians are inspired by Jesus. • I can retell the story of Holy Week and Easter Sunday. • I can identify the most important parts of Easter for Christians and say why they are important. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can make connections between some of Jesus' teachings and the way Christians live today • I can describe how Christians celebrate Holy Week and Easter Sunday • I can give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.
<p><u>Cycle A</u> <u>Summer A</u></p>	<p>MIXED - L2.9 What can we learn from religions about deciding what is right and wrong? (Christian, Jewish people and non-religious e.g. Humanists)</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can talk about some rules for living in religious traditions • I can find out at least two teachings from religions about how to live a good life <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can make connections between stories of temptation and why people can find it difficult to be good • I can give examples of ways in which some inspirational people have been guided by their religion. • I can discuss my own and others' ideas about how people decide right and wrong. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can give examples of rules for living from religions. • I can suggest ways in which they might help believers with difficult decisions. • I can compare the teachings of the faiths studied and identify similarities and differences.

<p><u>Cycle A</u> <u>Summer B</u></p>	<p>ART AND OTHER FAITHS WEEK IN SCHOOL</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging</p> <ul style="list-style-type: none"> • I can describe religions and world views. • I can ask thoughtful questions and suggest answers. • I can retell stories and make suggestions about what they tell us about beliefs. • I can explain why objects and traditions are important to believers. <p>Expected</p> <ul style="list-style-type: none"> • I can collect ideas about different viewpoints. • I can explain why people and symbols are important to believers. • I can explain similarities and differences between the faiths I have learned about. • I can respond using different forms of expression. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can connect ideas from different viewpoints. • I can reflect on the beliefs of other faiths and talk about what they mean to me, making connections with my life.
<p><u>Cycle B</u> <u>Autumn A</u></p>	<p>MIXED - L2.1 What do different people believe about God? (Christian, Muslim, Hindu)</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can identify beliefs about God that are held by Christians, Hindus and Muslims • I can retell stories from sacred texts about people who encountered God. • I can suggest the meanings of stories from sacred texts. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can describe some of the ways in which Christians Hindus and Muslims describe God. • I can ask questions linked to ideas about God. • I can suggest why having a faith or belief in something can be helpful. • I can suggest why having a faith or belief in something can be hard. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can ask thoughtful questions and suggest some of my own responses to ideas about God. • I can identify how and say why it makes a difference in people's lives to believe in God. • I can identify some similarities and differences between ideas about what God is like in different religions. • I can express my ideas about God in different ways.

<p>Cycle B Autumn B</p>	<p>CHRISTIANITY - L2.7 What does it mean to be a Christian in Britain today? Christmas focus</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can identify and name examples of what Christians have and do in their families to show their faith. • I can identify and name examples of what Christians have and do church to show their faith. • I can ask good questions about what Christians do to show their faith. <p>Expected (meeting all Emerging milestones plus the following): :</p> <ul style="list-style-type: none"> • I can describe some examples of what Christians do to show their faith. • I can describe some ways in which Christian express their faith through hymns and modern worship songs • I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. • I can discuss links between the actions of Christians in helping others and ways in which I help others. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can make connections with some Christian beliefs and teachings and the things that Christians do to show their faith. • I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, help others.
<p>Cycle B Spring A</p>	<p>CHRISTIANITY & HINDUISM - L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can order the milestones in life's journey (birth, becoming an adult, commitment, death). • I can recall some of the ways religions mark milestones through life. • I can explain that believers make promises at the ceremonies. <p>Expected:</p> <ul style="list-style-type: none"> • I can recall and name some of the ways religions mark milestones of commitment (including marriage). • I can identify at least two promises made by believers at these ceremonies and say why they are important. • I can describe what happens in a Christian ceremony of commitment. • I can describe what happens in a Hindu ceremony of commitment.

	<p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> I can suggest why some people see life as a journey and identify some of the key milestones on this journey I can describe what happens in a Christian ceremony of commitment and say what these rituals mean. I can describe what happens in a Hindu ceremony of commitment and say what these rituals mean. I can suggest reasons why marking the milestones of life are important to Christians and Hindus.
<p>Cycle B Spring B</p>	<p>CHRISTIANITY - L2.2 Why is the Bible so important for Christians today? (Easter)</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> I can recall and name some Bible stories that inspire Christians. I can identify at least two ways Christians use the Bible in everyday life. <p>Expected:</p> <ul style="list-style-type: none"> I can make connections between stories in the Bible and what Christians believe. I can give examples of how and suggest reasons why Christians use the Bible today. I can describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. I can discuss my own and others' ideas about why humans do bad things and how people try to put things right. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> I can make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. I can I explain why humans do bad things and how people try to put things right, using examples from the Bible.
<p>Cycle B Summer A</p>	<p>ISLAM - L2.5 Why are festivals important to religious communities? (Ramadan and Eid-ul-Fitr)</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> I can recognise and identify some differences between religious festivals and other types of celebrations. I can retell some stories behind festivals (e.g. Ramadan and Eid-ul-Fitr). <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> I can make connections between stories, symbols and beliefs with what happens in at least two festivals. I can ask questions and give ideas about what matters most to believers in festivals (e.g. Ramadan and Eid-ul-Fitr). I can identify similarities and differences in the way festivals are celebrated within and between religions.

	<p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in my own life. • I can explain the key beliefs related to Ramadan and Eid-ul-Fitr and present my ideas using a variety of media.
<p>Cycle B Summer B</p>	<p>ART AND OTHER FAITHS WEEK</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging</p> <ul style="list-style-type: none"> • I can describe religions and world views. • I can ask thoughtful questions and suggest answers. • I can retell stories and make suggestions about what they tell us about beliefs. • I can explain why objects and traditions are important to believers. <p>Expected</p> <ul style="list-style-type: none"> • I can collect ideas about different viewpoints. • I can explain why people and symbols are important to believers. • I can explain similarities and differences between the faiths I have learned about. • I can respond using different forms of expression. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can connect ideas from different viewpoints. • I can reflect on the beliefs of other faiths and talk about what they mean to me, making connections with my life.