



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Key Milestones: R.E. – Year 5

Year 5 – Key Milestones

Cycle A	Autumn A: HARVEST FESTIVAL U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	Autumn B: U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity (Muslim and non-religious e.g. Humanists) Enterprise Fundraiser?	Spring A & B: U2.3 What do religions say to us when life gets hard? (Christian, Hindu and non-religious e.g. Humanists) HT2 link to Easter	Summer A: U2.8 What difference does it make to believe in ahimsa (Harmlessness), grace and/or Ummah (community)? Christian, Hindu & Muslim	Summer B: Art and Other Faiths Week
Cycle B	Autumn A: HARVEST FESTIVAL U2.6 What does it mean to be a Muslim in Britain today?	Autumn B: U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity (Christmas link) Enterprise Fundraiser?	Spring A & B: U2.1 Why do some people think God exists? (Christian, and non-religious e.g. Humanists) ALSO LOOK AT U2.7 What matters most to Christians and Humanists? HT2 link to Easter	Summer A: U2.4 If God is everywhere, why go to a place of worship(Christian, Hindu &/or Jewish people) POSSIBLE 3 Faiths visit in Leeds, ASK MR	Summer B: Art and Other Faiths Week

<u>Cycle A</u> <u>Autumn A</u>	CHRISTIANITY - U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)
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<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can make connections between some of Jesus’ teachings and the way Christians live today. • I can discuss my own ideas about the importance of values to live by, comparing them to Christian ideas <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can compare my own ideas about values to live by to Christian ideas • I can outline Jesus’ teaching on how his followers should live • I can offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live • I can express my own understanding of what Jesus would do in relation to a moral dilemma from the world today <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can explain the impact Jesus’ example and teachings might have on Christians today. • I can explain the links between Jesus’ death on the cross and Christian belief in love and forgiveness. • I can give reasons why Christians want to follow Jesus
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<p>Cycle A Autumn B</p>	<p>MIXED - U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Muslim and non-religious e.g. Humanists) - Enterprise link</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can explain how believers express their faith using the arts and give examples. • I can explain how believers express their faith using architecture and give examples. • I can explain how believers express their faith using charity and generosity and give examples. • I can discuss the link between beliefs and values. • I can explain how the things I do reflect my values and beliefs. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can respond with ideas of my own to the title question. • I can find out about religious teachings, charities and ways of expressing generosity. • I can compare the beliefs of Humanists. Muslims and Christians believe in relation to the title question. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can describe and make connections between examples of religious creativity (buildings and art). • I can show my understanding of the value of sacred buildings and art. • I can suggest reasons why some believers see generosity and charity as more important than buildings and art.
<p>Cycle A Spring A & B</p>	<p>MIXED - U2.3 What do religions say to us when life gets hard? (Christian, Hindu and non-religious e.g. Humanists)</p> <p>Easter Link</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. • I can connect the beliefs about life after death with the faiths studied. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. • I can express ideas about how and why religion can help believers when times are hard, giving examples. • I can outline Christian, Hindu and non-religious beliefs about life after death. • I can make links between Christian beliefs and the Easter story.

	<p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can explain some similarities and differences between beliefs about life after death. • I can explain some reasons why Christians, Hindus and Humanists have different ideas about an afterlife. • I can explain how the Easter story reflects Christian beliefs about death.
<p>Cycle A Summer A</p>	<p>MIXED - U2.8 What difference does it make to believe in ahimsa (harmlessness), Grace and/or Ummah (community)? Christian, Hindu and Muslim</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can explain the meaning of harmlessness, grace and community. • I can give examples of how believers can demonstrate these beliefs in their lives. • I can respond sensitively to examples of religious practice with ideas of my own. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can describe what Ahimsa, Grace or Ummah mean to religious people. • I can make connections between beliefs and behaviour in different religions. • I can outline the challenges of being a Hindu, Christian or Muslim in Britain today. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. • I can consider similarities and differences between beliefs and behaviour in different faiths.
<p>Cycle A Summer B</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 ask thoughtful questions and suggest answers. • I can retell stories and make suggestions about what they tell us about beliefs. • I can collect ideas about different viewpoints. • I can explain why objects and traditions, people and symbols are important to believers. • I can describe similarities and differences between the faiths I have learned about. • I can respond using different forms of expression. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can connect ideas from different viewpoints. • I can explain why different viewpoints matter. • I can talk in detail about objects, people and teachings and share ideas about how they may have an impact on the life of the believer. • I can reflect on the beliefs of other faiths and talk about what they mean to me, making connections with my life.

	<p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can respond thoughtfully to the teachings of other faiths and discuss how they affect the life of believers. • I can explain why a faith may inspire belief in others. • I can make connections between the stories, objects, people and teachings of world faiths I have studied.
<p>Cycle B Autumn A</p>	<p>ISLAM - U2.6 What does it mean to be a Muslim in Britain today?</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can explain what the Five Pillars of Islam are (belief in god, prayer, fasting, giving to charity and journey to mecca). • I can recognise some of the Arabic words for the Five Pillars of Islam. • I can describe in detail the features of at least 2 of the Pillars. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can describe the Five Pillars of Islam. • I can connect the Arabic names with the correct Pillar. • I can give examples of how these affect the everyday lives of Muslims. • I can suggest some beliefs which are reflected by the traditions and rituals followed. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • I can outline the positives and the challenges of being a Muslim in Britain today.
<p>Cycle B Autumn B</p>	<p>CHRISTIANITY - U2.5 Is it better to express your beliefs in arts or in charity and generosity? Christmas and Enterprise link</p>
<p><u>Knowledge specific milestones</u></p> <p>In this cycle, focus specifically on the representation of the Christmas story through art and music (pictures and carols) and make links to Christian values of generosity and charity.</p> <p>Examine the work of Christian Aid, Christians Against Poverty, Comic Relief, Children in Need and Operation Christmas Child. Does their work represent Christian values? (LGBTQ link</p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can explain how music and art reflect Christian beliefs related to the Christmas story. • I know of the work Christian charities do in this country and around the world. • I can explain how the work of charities reflects Christian values. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can explain the meaning and symbolism of Christmas carols. • I can explain the meaning and symbolism of art work representing the birth of Jesus. • I can suggest reasons why some believers see generosity and charity as more important than works of art. • I can compare the work of 2 charities and explain how it reflects Christian values. • I can share my ideas and discuss the ideas of others relating to challenging questions.

<p>for OCC/ converting poorer nations to Christianity in the guise of 'support'– please speak to MR for more details).</p>	<p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can evaluate the work of charities and give my opinion about whether their work reflects Christian values. • I can give examples of how a charity's work reflects Christian values or teachings. • I can ask challenging questions and reflect on my own answers and those of others.
<p>Cycle B Spring A& B</p>	<p>CHRISTIANITY & HUMANISM - U2.1 Why do some people think God exists? ALSO LOOK AT U2.7 What is most important to Christians and Humanists?</p>
<p><u>Knowledge specific milestones</u></p>	<p>2.1</p> <p>Emerging:</p> <ul style="list-style-type: none"> • I can define the terms theist, atheist and agnostic. • I can give examples of statements that reflect these beliefs. • I can give two reasons why a Christian believes in God and one why an atheist does not <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can outline clearly a Christian understanding of what God is like, using examples and evidence. • I can give examples of ways in which believing in God is valuable in the lives of Christians • I can give examples of ways in which believing in God is challenging in the lives of Christians. • I can express thoughtful ideas about the impact of believing or not believing in God on someone's life. • I can present different views on why people believe in God or not, including my own ideas <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently. • I can describe what some atheists, agnostics and theists say about God. <p>2.7</p> <p>Emerging:</p> <ul style="list-style-type: none"> • I can identify the values found in stories and texts. • I can retell the events of Holy Week and Easter Sunday. • I can suggest ideas about why humans can be both good and bad, making links with Christian ideas. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can describe some Christian and Humanist values simply. • I can describe what the events of Holy Week and Easter Sunday tell us about Christian beliefs.

	<ul style="list-style-type: none"> I can express my own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> I can describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples. I can explain Christian beliefs linked to redemption. I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.
<p>Cycle B Summer A</p>	<p>MIXED - U2.4 If God is everywhere, why go to a place of worship? (Christian, Hindu and Jewish people)</p>
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> I can recall and name some key features of places of worship studied. I can find out about what believers say about their places of worship. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> I can make connections between how believers feel about places of worship in different traditions. I can select and describe the most important functions of a place of worship for the community. I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers. I can present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself. <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> I can outline how and why places of worship fulfil special functions in the lives of believers. I can comment thoughtfully on the value and purpose of places of worship in religious communities.
<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 ask thoughtful questions and suggest answers. I can retell stories and make suggestions about what they tell us about beliefs. I can collect ideas about different viewpoints. I can explain why objects and traditions, people and symbols are important to believers. I can describe similarities and differences between the faiths I have learned about. I can respond using different forms of expression. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> I can connect ideas from different viewpoints. I can explain why different viewpoints matter.

- I can talk in detail about objects, people and teachings and share ideas about how they may have an impact on the life of the believer.
- I can reflect on the beliefs of other faiths and talk about what they mean to me, making connections with my life.

Exceeding (meeting all other milestones plus the following):

- I can respond thoughtfully to the teachings of other faiths and discuss how they affect the life of believers.
- I can explain why a faith may inspire belief in others.
- I can make connections between the stories, objects, people and teachings of world faiths I have studied.