



INSPIRE NURTURE BELIEVE ACHIEVE

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

Key Milestones: R.E. – Year 6

Year 6 – 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 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>Expected (meeting all Emerging 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 <p>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can investigate and explain the challenges of following Jesus’ teaching about love, forgiveness justice and/or generosity, expressing my own ideas.
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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, architecture and generosity and charity, and give examples. • 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>Expected (meeting all Emerging 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>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can apply ideas about values and from scriptures to the title question • I can outline how and why some Humanists criticise spending on religious buildings or art. • I can examine the title question from different perspectives, including my own.
<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 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>Expected (meeting all Emerging 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>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> I can explain what difference belief in judgement /heaven/ karma/ reincarnation might make to how someone lives, giving examples. I can interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.
<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 describe what Ahimsa, Grace or Ummah mean to religious people. I can make connections between beliefs and behaviour in different religions. 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 outline the challenges of being a Hindu, Christian or Muslim in Britain today. 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>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> I can explain similarities in ways in which key beliefs make a difference to life in two or three religions. I can consider and evaluate the significance of the three key ideas studied, in relation to my own ideas.
<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 and 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. 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 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>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can consider and apply ideas about the ways in which diverse communities have developed and can live together for the well-being of all. • I can respond thoughtfully to ideas about communities, values and respect explaining hoe these can impact on the lives of believers and non-believers alike.
<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 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>Expected (meeting all Emerging 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>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. • I can answer the title key question from different perspectives, including their own.
<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</p>	<p>Emerging:</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>carols) and make links to Christian values of generosity and charity. Examine the work of Christian Aid, Christians Against Poverty, Comic Relief, Children in Need and Operation Christmas Child. Does their represent Christian values (LGBTQ link for OCC/ converting poorer nations to Christianity in the guise of 'support'– please speak to MR for more details).</p>	<p>Expected (meeting all Emerging 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>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can discuss the responsibility of believers to investigate the work of the charities they support. • I can reflect on the importance of values and teachings and share my ideas about which is the most important.
<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 two reasons why a Christian believes in God and one why an atheist does not. • 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 and challenging in the lives of Christians. <p>Expected (meeting all Emerging milestones plus the following):</p> <ul style="list-style-type: none"> • 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 • 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>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.

	<p>2.7</p> <p>Emerging:</p> <ul style="list-style-type: none"> • I can suggest ideas about why humans can be both good and bad, making links with Christian ideas. • 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. • 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>Expected (meeting all Emerging 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>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can give examples of similarities and differences between Christian and Humanist values • I can apply ideas about what really matters in life for myself; including ideas about fairness, freedom, truth, peace.
<p><u>Cycle B</u> <u>Summer A</u></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 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>Expected (meeting all Emerging 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>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can reflect sensitively on the title question. • I can connect ideas from my learning about the significance of the place of worship for different faiths groups and how they would be impacted if their place of worship was no longer available. • I can discuss the question – Why are places of worship often targeted during hate crimes?

<p align="center"><u>Cycle B</u> <u>Summer B</u></p>	<p align="center">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 and 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. • 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 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>Exceeding (meeting all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can consider and apply ideas about the ways in which diverse communities have developed and can live together for the well-being of all. • I can respond thoughtfully to ideas about communities, values and respect explaining how these can impact on the lives of believers and non-believers alike.