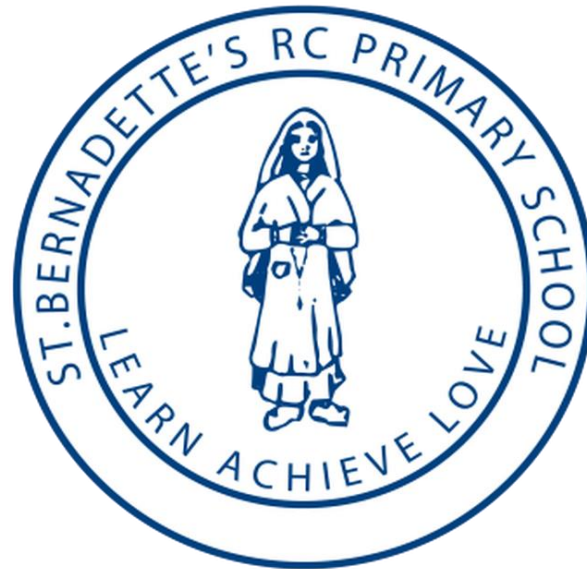


ST BERNADETTE'S RC PRIMARY SCHOOL



RELIGION MILESTONES



St Bernadette's RC Primary School
Religion - Subject Progression



At St Bernadette's our aim to ensure that all pupils:

- are provided with a curriculum that is stimulating, broad, balanced, innovative and creative which enables us 'to learn, achieve and grow in God's love.'
- It is designed to provide all pupils with the opportunity to be curious and wise in their learning and knowledge and to be attentive and discerning in order to make sense of the world and give purpose as to why we learn about and from Religion.

Religion – Progression in Skills								
AT1: Knowledge and Understanding ('learning about')	Milestone 1 – End of EYFS		Milestone 2 – End of Year 2		Milestone 3 – End of Year 4		Milestone 4 – End of Year 6	
	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Listen to and talk about religious stories and respond to what they hear with relevant comments. • Sing songs, make music and dance to express religious stories. • Use a variety of materials, tools and 		<ul style="list-style-type: none"> • Recognise religious stories • Retell, in any form, a narrative that corresponds to the scripture source used • Recognise religious beliefs • Recognise that people act in a particular way because of their beliefs • Describe some of the actions and choices of believers that arise because of their belief 		<ul style="list-style-type: none"> • Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. • Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> - a range of religious beliefs - those actions of believers which arise as a consequence of their beliefs - the life and work of key figures in the history of the People of God 		<ul style="list-style-type: none"> • Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. • Show knowledge and understanding of: <ul style="list-style-type: none"> - a range of religious beliefs - those actions of believers which arise as a consequence of their beliefs 	



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Religion - Subject Progression



	<p>techniques, experimenting with colour, design, texture, form and function to express religious stories.</p> <ul style="list-style-type: none"> • Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. • Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. • Read and understand simple sentences from scripture or from their own religious stories • Share religious stories they have heard and read with others. • Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, 	<ul style="list-style-type: none"> • Recognise key figures in the history of the People of God • Describe the life and work of some key figures in the history of the People of God • Recognise key people in the local, national and universal Church • Describe different roles of some people in the local, national and universal Church • Recognise religious signs and symbols used in worship, including the celebration of the Sacraments. • Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. 	<ul style="list-style-type: none"> - different roles of people in the local, national and universal Church - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments 	<ul style="list-style-type: none"> - the life and work of key figures in the history of the People of God - what it means to belong to a church community - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
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St Bernadette's RC Primary School
Religion - Subject Progression



<p>Making Links and Connections</p>	<p>church communities and religious stories.</p> <ul style="list-style-type: none"> • Write simple sentences about religious stories using phrases or words which can be read by themselves and others. • Listen, talk about and role play how people act in a particular way because of their beliefs. • Listen and talk about key figures in the history of the People of God. • Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. • Listen, talk about and role play how people behave in the local, national and universal church community. • Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use 		<ul style="list-style-type: none"> • Make links between: <ul style="list-style-type: none"> - beliefs and sources, giving reasons for beliefs - beliefs and worship, giving reasons for actions and symbols - beliefs and life, giving reasons for actions and choices 	<ul style="list-style-type: none"> • Show understanding of, by making links between: <ul style="list-style-type: none"> - beliefs and sources - beliefs and worship - beliefs and life
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St Bernadette's RC Primary School
Religion - Subject Progression



<p>Religious and Specialist Vocabulary</p>	<p>religious signs and symbols in role play.</p> <ul style="list-style-type: none"> Decode key religious words appropriate to their age and stage of development. Use key religious words appropriate to their age and stage of development. 	<ul style="list-style-type: none"> Use religious words and phrases 	<ul style="list-style-type: none"> Use a range of religious vocabulary 	<ul style="list-style-type: none"> Use religious vocabulary widely, accurately and appropriately
<p>AT2: Engagement and Response ('learning from')</p> <p>Meaning and Purpose</p> <p>Beliefs and Values</p>	<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. 	<ul style="list-style-type: none"> Say what they wonder about Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer 	<ul style="list-style-type: none"> Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose Make links to show how feelings and beliefs affect 	<ul style="list-style-type: none"> Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose Show understanding of how own and other's decisions are



St Bernadette's RC Primary School
Religion - Subject Progression



	<ul style="list-style-type: none"> • Show sensitivity to others' needs and feelings. • Talk about how they and others show feelings. • Confidently speak in a familiar group and talk about their ideas. • Express themselves effectively, showing awareness of listeners' needs. • Give their attention to what others say and respond appropriately. • Talk about their own and others' behaviour and its consequences. • Talk about past and present events in their own lives and in the lives of family members. • Know that other children don't always enjoy and share the same feelings and are sensitive to this. 	<ul style="list-style-type: none"> • Talk about their own feelings, experiences and the things that matter to them • Ask and respond to questions about their own and others' feelings, experiences and things that matter to them 	<p>their behaviour and that of others</p>	<p>informed by beliefs and moral values</p>
AT3: Analysis and Evaluation	<ul style="list-style-type: none"> • 			



St Bernadette's RC Primary School
Religion - Subject Progression



Use of Sources as Evidence			<ul style="list-style-type: none">• Use a given source to support a point of view	<ul style="list-style-type: none">• Use sources to support a point of view
Construct Arguments			<ul style="list-style-type: none">• Express a point of view	<ul style="list-style-type: none">• Express a point of view and give reasons for it
Make Judgements			<ul style="list-style-type: none">• Express a preference	<ul style="list-style-type: none">• Arrive at judgements
Recognise Diversity				<ul style="list-style-type: none">• Recognise difference, comparing and contrasting different points of view.
Analyse and Deconstruct				