



RE - Long Term Planning & Assessment

Milestone 1 (Y1/2) (Objectives addressed in each term of Year A & B)	Key Concepts Knowledge & Skills (Learning Objectives)	Basic/ Working towards	Advancing/ Expected	Deep/ Exceeding
A. Know about and Understand				
A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities (UC1, CQ 1&3)	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	With support can recall and name some different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Can independently recall and name a good range of different religious beliefs and practices a, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews. (UC1)	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come	With support can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	There is a good understanding of the meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning (UC2, CQ3)	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities	With support can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	There is a good knowledge of a range of different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B. Express and Communicate				
B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities (UC2)	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make	With support can ask and respond to simple questions about what communities do, and why, so that they can identify what difference belonging to a community might make	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make	Is able to independently ask and respond to a range of questions about what communities do, and why, so that they can identify what difference belonging to a community might make
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value (UC3)	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	With support can Observe and recount some different ways of expressing identity and belonging, responding sensitively for themselves.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Is able to observe and recount a range of different ways of expressing identity and belonging, responding sensitively for themselves.
B3. Appreciate and appraise varied dimensions of religion. (N/A UC, CQ1&2)	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	With support can notice and respond sensitively to some simple similarities between different religions and worldviews	Notice and respond sensitively to some similarities between different religions and worldviews	Is able to notice and respond sensitively to a range of similarities between different religions and worldviews
C. Gain and Deploy Skills (The content in Aims A and B of this progression grid are the vehicle through which the skills in Aim C will be developed.)				
C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. (UC3)	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	With support can begin to explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Is able to explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Has a good ability to explore questions about belonging, meaning and truth so that they can express their own well thought out ideas and opinions in response using words, music, art or poetry.

<p>C2. Enquire into what enables different communities to live together respectfully for the well-being of all.</p> <p>(UC 2&3)</p>	<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p>	<p>With support can begin to find out about and respond with some simple ideas to examples of co-operation between people who are different</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different</p>	<p>Can independently find out about and respond with well thought out ideas to examples of co-operation between people who are different</p>
<p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p> <p>(UC2&3 CQ4)</p>	<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>With support can begin to find out about questions of right and wrong and begin to simply express their ideas and opinions in response.</p>	<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Can independently find out about questions of right and wrong and clearly express their ideas and opinions in response.</p>
<p>Vocabulary</p>	<p>Christianity:</p> <ul style="list-style-type: none"> • Creation/God: God, Pray, Christian, Baptism, Charity, Creation, Universe • Incarnation: Nativity, Celebrate, Christmas, Jesus, Bethlehem, Worship, Advent • Salvation: Bible, Gospel, Hosanna, Lent • Gospel: Forgiveness <p>Buddhism:</p> <ul style="list-style-type: none"> • Buddha, Temple, meditation <p>Islam:</p> <ul style="list-style-type: none"> • Muslim, Allah, Koran, Mosque, Prophet 			

Milestone 2 (KS2 Y3/4) (Objectives addressed in each term of Year A & B)	Key Concepts Knowledge & Skills (Learning Objectives)	Basic/ Working towards	Advancing/ Expected	Deep/ Exceeding
A. Know about and Understand				
A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities (UC1, CQ 1&3)	A1. Describe and begin to make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, rituals which mark important points in life, in order to reflect on their significance.	With support can recall and name some different features of the religions and worldviews they study, discovering more about celebrations, worship, and the rituals which mark important points in life, in order to reflect on the meaning behind them.	Describe and begin to make connections between some different features of the religions and worldviews they study, discovering more about celebrations, worship, and the rituals which mark important points in life, in order to reflect on the meaning behind them.	Can describe and make connections between some different features of the religions and worldviews they study, discovering more about celebrations, worship, and the rituals which mark important points in life, in order to reflect on their ideas.
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews. (UC1)	A2. Begin to describe and understand links between stories and other aspects of the communities they are investigating, responding to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	With support can begin to explore and describe some beliefs, religious texts and stories, symbols and actions so that they can understand some different ways of life and ways of expressing meaning.	Can begin to explore and describe a range of beliefs, religious texts and stories, symbols and actions so that they can understand some different ways of life and ways of expressing meaning.	Can explore and describe a range of beliefs, religious texts and stories, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning (UC2, CQ3)	A3. Begin to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning, appreciating some similarities between communities	With support can begin to explore and describe some different beliefs, symbols and actions so that they can understand some different ways of life and ways of expressing meaning.	Begin to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning appreciating some similarities between communities.	There is a good knowledge of a wide range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning appreciating similarities between communities.

B. Express and Communicate				
B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities (UC2)	B1. Begins to observe and understand a range of religions and worldviews so that they can explain their meanings and significance to individuals and communities.	With support can begin to observe and understand some religions and worldviews so that they can explain their meanings and significance to individuals and communities	Begin to observe and understand a range of religions and worldviews so that they can explain their meanings and significance to individuals and communities	Can observe and understand a range of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value (UC3)	B2. Explores the challenges of commitment to a community of faith or belief, reflecting on why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	With support begins to explore some challenges of commitment to a community of faith or belief, reflects on why belonging to a community may be valuable, both in the communities being studied and in their own lives.	Begins to explore the challenges of commitment to a community of faith or belief, reflects on why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Explores the challenges of commitment to a community of faith or belief, reflects thoughtfully on why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
B3. Appreciate and appraise varied dimensions of religion. (N/A UC, CQ1&2)	B3. Begin to notice and consider some different dimensions of religion, so that they can start to explore and show understanding of similarities and differences within and between different religions and worldviews	With support begins to notice some different dimensions of religion, so that they can start to explore similarities and differences between some different religions and worldviews.	Begins to notice and consider some different dimensions of religion, so that they can start to explore and show understanding of similarities and differences between some different religions and worldviews.	Begins to notice and consider a range of different dimensions of religion, exploring and showing understanding of similarities and differences between different religions and worldviews.
C. Gain and Deploy Skills (The content in Aims A and B of this progression grid are the vehicle through which the skills in Aim C will be developed.)				
C1. Find out about and investigate key concepts and questions of belonging, meaning,	C1. Begins to discuss and present their own and others' views on questions about belonging, meaning, purpose and truth,	With support can begin discuss and present their own and others' views on questions about belonging, meaning, purpose and	Begins discuss and present their own and others' views on questions about belonging, meaning, purpose and truth, applying ideas of their own in	Has a good ability to discuss and present their own and others' views on deep questions about belonging, meaning, purpose and

purpose and truth, responding creatively. (UC3)	applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	different forms including (e.g.) reasoning, music, art and poetry.	truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
C2. Enquire into what enables different communities to live together respectfully for the well-being of all. (UC2&3)	C2. Begins to explore and respond to ideas about ways in which diverse communities can live together for the well-being of all, investigating ideas about community, values and respect.	With support can begin to explore and respond to ideas about ways in which diverse communities can live together for the well-being of all, encountering ideas about community, values and respect.	Begins to explore and respond to ideas about ways in which diverse communities can live together for the well-being of all, investigating ideas about community, values and respect.	Begins to explore and respond thoughtfully to ideas about ways in which diverse communities can live together for the well-being of all, applying ideas about community, values and respect.
C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives. (UC2&3 CQ4)	C3. Begins to explore their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas in response.	With support can begin to explore their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas in response.	Begins to explore their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas in response.	Begins to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and can explain their own ideas in response.
Vocabulary	<p>Christianity:</p> <ul style="list-style-type: none"> • Creation/God: God, Pray, Christian, Baptism, Charity, Creation, Universe, Commandments, Sin • Incarnation: Nativity, Celebrate, Christmas, Jesus, Bethlehem, Worship, Advent, Trinity, Holy Spirit, Testament • Salvation: Bible, Gospel, Hosanna, Lent, Holy Week, Last Supper, Good Friday, Easter Sunday, Maundy Thursday, Crucifixion, Resurrection • Gospel: Forgiveness, Disciple • Kingdom of God: Pentecost <p>Buddhism:</p> <ul style="list-style-type: none"> • Buddha, Temple, meditation, enlightenment, suffering, reincarnation <p>Islam:</p> <ul style="list-style-type: none"> • Muslim, Allah, Koran, Mosque, Mecca, Hajj, Ramadan, Eid 			

Milestone 3 (KS2 Y5/6) (Objectives addressed in each term of Year A & B)	Key Concepts Knowledge & Skills (Learning Objectives)	Basic/ Working towards	Advancing/ Expected	Deep/ Exceeding
A. Know about and Understand				
A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities (UC1, CQ 1&3)	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	With support can describe and make some simple connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.	Can independently describe and make clear connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews. (UC1)	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	With support can describe and understand simple links between stories and other aspects of the communities they are investigating, responding to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Is able to describe in detail and demonstrate a depth of understanding of the links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	With support can explore and describe some key beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Can explore and demonstrate a good knowledge of a wide range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

(UC2, CQ3)				
B. Express and Communicate				
B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities (UC2)	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	With support can observe and understand some examples of religions and worldviews so that they can explain, with simple reasons, their meanings and significance to individuals and communities	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities	Is able to independently observe and show a deep understanding of varied examples of religions and worldviews so that they can explain, with clear reasons, their meanings and significance to individuals and communities
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value (UC3)	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	With support can understand some challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Critically consider the challenges of commitment to a community of faith or belief, suggesting with discernment why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
B3. Appreciate and appraise varied dimensions of religion. (N/A UC, CQ1&2)	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews	With support can observe and consider some different dimensions of religion, so that they can explore and show understanding of simple similarities and differences between different religions and worldviews.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	Is able to observe and consider a wide range of different dimensions of religion, so that they can explore and show deep understanding of similarities and differences between different religions and worldviews.
C. Gain and Deploy Skills (The content in Aims A and B of this progression grid are the vehicle through which the skills in Aim C will be developed.)				
C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth,	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth,	With support can discuss and present their own and others' views on questions about belonging, meaning, purpose and truth, applying ideas of their own in	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different	Can discuss deeply and present their own and a wide range of others' views on challenging questions about belonging, meaning, purpose and truth,

responding creatively. (UC3)	applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	different forms including (e.g.) reasoning, music, art and poetry.	forms including (e.g.) reasoning, music, art and poetry.	applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
C2. Enquire into what enables different communities to live together respectfully for the well-being of all. (UC2&3)	C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	With support can consider and apply some simple ideas about ways in which diverse communities can live together for the well-being of all, responding to ideas about community, values and respect.	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	Can independently consider and apply a wide range of ideas about ways in which diverse communities can live together for the well-being of all, responding particularly thoughtfully to ideas about community, values and respect.
C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives. (UC2&3 CQ4)	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	With support can discuss and apply their own and some others' ideas about simple ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Shows a deep ability to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly and logically in response.
Vocabulary	<p>Christianity:</p> <ul style="list-style-type: none"> • Creation/God: God, Pray, Christian, Baptism, Charity, Creation, Universe, Commandments, Sin, omnipotent, eternal, proverb • Incarnation: Nativity, Celebrate, Christmas, Jesus, Bethlehem, Worship, Advent, Trinity, Holy Spirit, Testament, Messiah, prophecy • Salvation: Bible, Gospel, Hosanna, Lent, Holy Week, Last Supper, Good Friday, Easter Sunday, Maundy Thursday, Crucifixion, Resurrection, sacrifice • Gospel: Forgiveness, Disciple, parable • Kingdom of God: Pentecost, freedom <p>Buddhism:</p> <ul style="list-style-type: none"> • Buddha, Temple, meditation, enlightenment, suffering, reincarnation, Karma (consequence), truth, eightfold path, precepts, Tripitaka <p>Islam:</p> <ul style="list-style-type: none"> • Muslim, Allah, Koran, Mosque, Hajj, Prophet, Ramadan, Eid, Qiblah, Quran, Salaa, Sawm, Shahada, Zakat 			

This document is based on the Cumbria Agreed Syllabus for Religious Education, adapted to fit with the Chris Quigley Essentials milestones model (CQ) our teaching of Christianity is drawn from the Understanding Christianity resource (UC). The links are shown above.

CQ1: Understand beliefs and teachings - This concept involves understanding the key teachings of various religions.

CQ2: Understand practices and lifestyles - This concept involves understanding the day to day lives and practices of various religions.

CQ3: Understand how beliefs are conveyed - This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

CQ4: Reflect - This concept involves an appreciation of how religion plays an important role in the lives of some people.

CQ5: Understand values - This concept involves an appreciation of how many people place values as an important aspect of their lives.

UC Element 1: Making sense of the text - Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.

UC Element 2: Understanding the Impact – Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.

UC Element 3: Making Connections - Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.