



**INSPIRE NURTURE BELIEVE ACHIEVE**

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

**Key Milestones: R.E. – Year 4**

## Year 4 – Key Milestones

<b>Cycle A</b>	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: <b>EASTER SERVICE</b> 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
<b>Cycle B</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: <b>EASTER SERVICE</b> 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>	<b>HINDUISM - L2.8 What does it mean to be a Hindu in Britain today?</b>
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<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can name some of the many gods and goddesses and explain what they represent to the Hindu faith.</li> <li>• I can ask and answer thoughtful questions about the Hindu faith.</li> <li>• I can identify and name examples of what Hindus have and do in their families to show their faith</li> <li>• I can identify and name examples of what Hindus have and do in the Mandir to show their faith</li> <li>• I can ask good questions about what Hindus do to show their faith and suggest answers.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can describe some ways in which Hindus express their faith through puja, aarti and bhajans</li> <li>• I can explain why Hindus worship different god and goddesses at different times.</li> <li>• 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</li> <li>• 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</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain similarities and differences between Hindu worship and worship in Christianity, Judaism or Islam.</li> <li>• I can discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.</li> </ul>
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<p align="center"><b>Cycle A</b> <b>Autumn B</b></p>	<p align="center"><b>HINDUSIM &amp; CHRISTIANITY - L2.5 Why are festivals important to religious communities? (Diwali and Christmas)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>I can make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>I can ask questions and give ideas about what matters most to believers in festivals (e.g. Diwali and Christmas).</li> <li>I can identify similarities and differences in the way festivals are celebrated within and between religions.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in my own life.</li> <li>I can explain the key beliefs related to Diwali and Christmas and present my ideas using a variety of media.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can discuss and present my own responses about the role of festivals in the life of Britain today.</li> <li>I can show my understanding of the values and beliefs at the heart of each festival studied, using a variety of media</li> <li>I can suggest how and why religious festivals are valuable to many people.</li> </ul>
<p align="center"><b>Cycle A</b> <b>Spring A</b></p>	<p align="center"><b>MIXED - L2.4 Why do people pray? (Christian, Hindu &amp;/or Muslim &amp;/or Jewish people)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>I can recite the Our Father prayer.</li> <li>I can describe the practice of prayer in the religions studied</li> <li>I can make connections between what people believe about prayer and what they do when they pray.</li> <li>I can comment on similarities and differences between how Christians, Muslims and Hindus pray</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can describe ways in which prayer can comfort and challenge believers.</li> <li>I can explain the meanings of key prayers which are central to the religions studied.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can discuss the symbolism, actions and objects involved when people pray in different religions.</li> <li>I can answer the key question thoughtfully, describing why members of each faith pray.</li> </ul>

<p><u>Cycle A</u> <u>Spring B</u></p>	<p><b>CHRISTIANITY - L2.3 Why is Jesus inspiring to some people?</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can give examples of how Christians are inspired by Jesus.</li> <li>• I can retell the story of Holy Week and Easter Sunday.</li> <li>• I can identify the most important parts of Easter for Christians and say why they are important.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can make connections between some of Jesus’ teachings and the way Christians live today</li> <li>• I can describe how Christians celebrate Holy Week and Easter Sunday</li> <li>• 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.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can make connections between the Easter story of Jesus and the wider ‘big story’ of the Bible (creation, the Fall, incarnation, salvation) –see unit L2.2), reflecting on why this inspires Christians.</li> <li>• I can present my own ideas about the most important attitudes and values to have today, making links with Christian values.</li> </ul>
<p><u>Cycle A</u> <u>Summer A</u></p>	<p><b>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)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can talk about some rules for living in religious traditions</li> <li>• I can find out at least two teachings from religions about how to live a good life</li> <li>• I can make connections between stories of temptation and why people can find it difficult to be good</li> <li>• I can give examples of ways in which some inspirational people have been guided by their religion.</li> <li>• I can discuss my own and others’ ideas about how people decide right and wrong.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can give examples of rules for living from religions.</li> <li>• I can suggest ways in which they might help believers with difficult decisions.</li> <li>• I can compare the teachings of the faiths studied and identify similarities and differences.</li> </ul>

	<p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system.</li> <li>• *Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.</li> </ul>
<p><b><u>Cycle A</u></b> <b><u>Summer B</u></b></p>	<p><b>ART AND OTHER FAITHS WEEK IN SCHOOL*</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I can ask thoughtful questions and suggest answers.</li> <li>• I can retell stories and make suggestions about what they tell us about beliefs.</li> <li>• I can collect ideas about different viewpoints.</li> <li>• I can explain why objects and traditions, people and symbols are important to believers.</li> <li>• I can respond using different forms of expression.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain similarities and differences between the faiths I have learned about.</li> <li>• I can connect ideas from different viewpoints.</li> <li>• I can reflect on the beliefs of other faiths and talk about what they mean to me, making connections with my life.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can respond thoughtfully to the teachings of other faiths and discuss how they affect the life of believers.</li> <li>• I can explain why a faith may inspire belief in others.</li> </ul>
<p><b><u>Cycle B</u></b> <b><u>Autumn A</u></b></p>	<p><b>MIXED - L2.1 What do different people believe about God? (Christian, Muslim, Hindu)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can describe some of the ways in which Christians Hindus and Muslims describe God.</li> <li>• I can ask questions linked to ideas about God.</li> <li>• I can retell stories from sacred texts about people who encountered God and explain their meanings.</li> <li>• I can suggest why having a faith or belief in something can be helpful.</li> <li>• I can suggest why having a faith or belief in something can be hard.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can ask thoughtful questions and suggest some of my own responses to ideas about God.</li> <li>• I can identify how and say why it makes a difference in people's lives to believe in God.</li> </ul>

	<ul style="list-style-type: none"> <li>I can identify some similarities and differences between ideas about what God is like in different religions.</li> <li>I can express my ideas about God in different ways.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can discuss and present my own ideas about why there are many ideas about God.</li> <li>I can express my own understanding of God through words, symbols and the arts.</li> </ul>
<p><u>Cycle B</u> <u>Autumn B</u></p>	<p><b>CHRISTIANITY - L2.7 What does it mean to be a Christian in Britain today? Christmas focus</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>I can describe some examples of what Christians do to show their faith in their families and in church.</li> <li>I can describe some ways in which Christian express their faith through hymns and modern worship songs.</li> <li>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.</li> <li>I can discuss links between the actions of Christians in helping others and ways in which I help others.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can make connections between some Christian beliefs and teachings and the things that Christians do to show their faith.</li> <li>I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, help others.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can explain similarities and differences between at least two different ways of worshipping in two different Christian churches.</li> <li>I can discuss and present ideas about what it means to be a Christian in Britain today, making links with my own experiences.</li> </ul>
<p><u>Cycle B</u> <u>Spring A</u></p>	<p><b>CHRISTIANITY &amp; HINDUISM - L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>I can recall and name some of the ways religions mark milestones of commitment (including marriage).</li> <li>I can identify at least two promises made by believers at these ceremonies and say why they are important.</li> <li>I can describe what happens in a Christian ceremony of commitment.</li> <li>I can describe what happens in a Hindu ceremony of commitment.</li> </ul>

	<p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can suggest why some people see life as a journey and identify some of the key milestones on this journey</li> <li>• I can describe what happens in a Christian ceremony of commitment and say what these rituals mean.</li> <li>• I can describe what happens in a Hindu ceremony of commitment and say what these rituals mean.</li> <li>• I can suggest reasons why marking the milestones of life are important to Christians and Hindus.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain similarities and differences between ceremonies of commitment.</li> <li>• I can link up some questions and answers about how believers show commitment with my own ideas about community, belonging and belief.</li> <li>• I can discuss and present my own ideas about the value and challenge of religious commitment in Britain today.</li> </ul>
<p><u>Cycle B</u> <u>Spring B</u></p>	<p><b>CHRISTIANITY - L2.2 Why is the Bible so important for Christians today? (Easter)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can make connections between stories in the Bible and what Christians believe.</li> <li>• I can give examples of how and suggest reasons why Christians use the Bible today.</li> <li>• I can describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</li> <li>• I can discuss my own and others' ideas about why humans do bad things and how people try to put things right.</li> <li>• I can order the events of Holy Week and Easter Sunday.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</li> <li>• I can I explain why humans do bad things and how people try to put things right, using examples from the Bible.</li> <li>• I can retell the story of Holy Week and Easter Sunday and explain why it is important to Christians.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain how the Bible uses different kinds of stories to tell a big story.</li> <li>• I can suggest why Christians believe that God needs to rescue/save human beings.</li> </ul>

<p align="center"><u>Cycle B</u> <u>Summer A</u></p>	<p align="center"><b>ISLAM - L2.5 Why are festivals important to religious communities? (Ramadan and Eid-ul-Fitr)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>• I can ask questions and give ideas about what matters most to believers in festivals (e.g. Ramadan and Eid-ul-Fitr).</li> <li>• I can identify similarities and differences in the way festivals are celebrated within and between religions.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explore and suggest ideas about what is worth celebrating and remembering in my own life.</li> <li>• I can explore and suggest ideas about what is worth celebrating and remembering in religious communities.</li> <li>• I can explain the key beliefs related to Ramadan and Eid-ul-Fitr and present my ideas using a variety of media.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can discuss and present my own responses about the role of festivals in the life of Britain today.</li> <li>• I can show my understanding of the values and beliefs at the heart of each festival studied, using a variety of media</li> <li>• I can suggest how and why religious festivals are valuable to many people.</li> </ul>
<p align="center"><u>Cycle B</u> <u>Summer B</u></p>	<p align="center"><b>ART AND OTHER FAITHS WEEK</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I can ask thoughtful questions and suggest answers.</li> <li>• I can retell stories and make suggestions about what they tell us about beliefs.</li> <li>• I can explain why objects and traditions are important to believers.</li> <li>• I can collect ideas about different viewpoints.</li> <li>• I can respond using different forms of expression.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain why objects and traditions, people and symbols are important to believers.</li> <li>• I can explain similarities and differences between the faiths I have learned about.</li> <li>• I can connect ideas from different viewpoints.</li> <li>• I can reflect on the beliefs of other faiths and talk about what they mean to me, making connections with my life.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can respond thoughtfully to the teachings of other faiths and discuss how they affect the life of believers.</li> <li>• I can explain why a faith may inspire belief in others.</li> </ul>