St Cuthbert's CE Primary School
RE Milestones and End Points

	These are the generic expected outcomes, standards & attainment that underpin all Questful units and learning activities. These outcomes have been separated into the three disciplines (ways of knowing) of theology, philosophy and human social science. **Theology** involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other. **Philosophy** involves studying a) how and whether things make sense; b) morality & ethics and c) questions of reality, knowledge & existence. **Human Social Sciences** involves studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities & societies.			
	EYFS	Milestone 1-KS1	Milestone 2-LKS2	End Points-UKS2
Theology	• Pupils can recall details of stories. • Pupils can recognise symbols and use some religious words.	• Pupils can retell religious stories and talk about the content with understanding. • Pupils can make links between sacred texts/stories and beliefs.	• Pupils can use religious vocabulary to describe and show understanding of religious texts and the ways in which they have been interpreted. • Using religious vocabulary pupils can recognise and suggest reasons for similarities and differences within and between religious and non-religious beliefs and practices.	• Pupils can explain how religious texts and sources of authority are used to answer the big questions in life, recognising that the importance of the source and authenticity of the religious text. • Pupils can suggest possible reasons for distinctive/diverse beliefs within and between religious communities and the ways in which context affects beliefs historically and today.
Philosophy	• Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling, right and wrong. • Pupils listen to their teacher and one another. Engage in conversation, respond to and ask questions.	• Pupils are recognising their own values and the values of others. They are beginning to be able to say why they consider those values to be important. • Pupils are asking good questions about their own and others' experiences.	• Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them. They are beginning to realise that their own life experiences effect they ways in which they interpret the experience of others. • Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.	• Pupils can identify and describe what inspires and influences them, their opinions and behaviour. They know that their own beliefs and opinions effect the ways in which they interpret sources of information. • Pupils ask ultimate questions and can express their own and others' views.

'You are now citizens together with God's people and members of the family of God'.
Ephesians 2:19

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Human Social Sciences	• Pupils can name features of religious life and practice. • Pupils notice similarities and differences within and between different religious communities.	• Pupils can use religious words to identify and describe features of religious life and the diversity of practice, suggesting meanings for actions and symbols. • Pupils can identify and describe different ways in which religion is expressed noticing similarities and differences within and between religious and non-religious communities.	• Pupils can describe the impact of religion of people's lives. They understand that the way in which people live is affected by context, time, place, culture, gender etc. • Pupils are beginning to realise and understand that following a particular way of life can present both opportunities and challenges.	• Pupils can use religious vocabulary to explain the impact of religious and non-religious beliefs on peoples' lives and communities and the effect context has on the outward expression of beliefs, historically and today. • Pupils can talk about and describe why people choose to belong to religious/nonreligious communities and the challenges they face.