

<u>Skills and Knowledge</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of KS1 expectations</u>
<p>Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Recognise that there are special places where people go to worship and talk about what people do there.</p> <p>Identify a special time they celebrate and explain simply what celebration means.</p> <p>Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in another religion.</p> <p>Talk about the facts that Christians believe in God and follow the examples of Jesus.</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.</p> <p>Give an account of what happens at traditional Christian infant baptism/dedication and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married.</p>	<p>Identify some ways Christians celebrate Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion.</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul Fitr.</p> <p>Talk about the fact that Jewish people believe in God.</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, to find out about the meanings behind them;</p>
<p>A2. Identify, investigate, and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>	<p>Talk about the ways in which Jesus was a special person who Christians believe is the Son of God.</p> <p>Re-tell stories connected with Christmas and a festival in another religion and say why these are important to believers.</p>	<p>Recognise that some people believe God created the world and so we should look after it.</p> <p>Re tell Bible stories and stories from another faith about caring for others and the world.</p> <p>Make links between what the Holy Qur'an says and how Muslims behave.</p>	<p>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;</p>

	<p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures suggesting what it means.</p> <p>Make links between what Jesus taught and what Christians believe and do.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Re-tell a story about the life of the Prophet Muhammad.</p>	<p>Make links between some Jewish teachings and how Jewish people live.</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</p> <p>Make links between the messages within sacred texts and the way people live.</p> <p>Talk about some of the stories that are used in religion and why people still read them.</p> <p>Re-tell stories from the Christian Bible and stories from other faith; suggest the meaning of these stories</p> <p>Re-tell stories connected with Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.</p>	
<p>A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Identify at least three objects used in worship in two religions.</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Recognise some Christian symbols and images used to express ideas about God.</p> <p>Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like.</p> <p>Recognise and name some symbols of belonging from their own experience, for</p>	<p>Re-tell stories connected with Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Suggest meanings for some symbols and actions used in religious celebrations including, Easter/Christmas/ Chanukah and/or Eid-ul-Fitr.</p> <p>Recognise that some Jewish people remember God in different ways (eg Mezuzah on Shabbat)</p> <p>Talk about how the Mezuzah in the home reminds Jewish people about God.</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>

	Christians and at least one other religion, suggestion what these might mean and why the matter to believers.		
Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	<p>Ask good questions during school visits about what happens in a church, synagogue or mosque.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Show an awareness that some people belong to different religions.</p>	<p>Identify some ways Muslims mark Ramadan and celebrate Eid- ul Fitr and how this might make them feel.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat.</p> <p>Talk about how religions teach that people are valuable, giving simple examples.</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.</p>	Ask and respond to 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;	<p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p>Talk about what is special and of value about belonging to a group that is important to them.</p>	Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;
B3. Appreciate and appraise varied dimensions of religion;	<p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places.</p> <p>Identify some similarities and differences between the ceremonies studied.</p>	<p>Identify some similarities and differences between the celebrations studied.</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p>	Notice and respond sensitively to some similarities between different religions and world views;

		Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books.	
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	Ask some questions about believing in God and offer some ideas of their own.	<p>Collect examples of what people do, give, sing remember or think about at the religious celebrations' studies, and say why they matter to believers.</p> <p>Ask some questions about God that are hard to answer and offer some ideas of their own.</p> <p>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>Suggest their own ideas about stories from sacred texts and give reasons for their significance.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p> <p>Answer the title question thoughtfully, in the light of their learning in this unit.</p>	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;
C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Respond to examples of co-operation between different people.	Find out about and respond with ideas to examples of co-operation between people who are different.	Find out about and respond with ideas to examples of co-operation between people who are different;

		Talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more.	
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.	Talk about issues of good and bad, right and wrong arising from the stories.	Talk about issues of good and bad, right, and wrong arising from the stories.	Find out about questions of right and wrong and begin to express their ideas and opinions in response