

Strand	Year 1	Year 2	Year 3
<p>Believing</p> <p>Religious beliefs</p> <p>Teachings and sources e.g. texts, teachers and truths</p> <p>Questions about meaning, purpose and truth</p>	<p><i>During Key Stage One, children study Christianity in both Year 1 and Year 2, whilst being introduced to Judaism in Year 1 and Islam in Year 2. They begin to see the Bible as a 'big story' and are gradually introduced to key words such as Creation, Incarnation and Salvation. Within Islam and Judaism, they will hear some key stories and learn about the Torah and Qur'an.</i></p> <ul style="list-style-type: none"> Recognise that 'creation' is the beginning of the 'big story of the Bible.' Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Recognise that stories of Jesus' life come from the Gospels. Recognise that Jesus gives instructions on how to behave. Recognise that many Jewish people use the Torah as a source of wisdom and value stories from it. Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. 	<ul style="list-style-type: none"> Identify what a Parable is—a story told by Jesus with a hidden meaning. Tell the story of the Lost Son simply and recognise a link to the Christian concept of God as a loving father. Explore whether they can learn something for themselves from some of the key stories studied this year. Give a clear simple account of what the story of Matthew the tax collector might mean to Christians. Recognise that, for many Christians, Jesus give instructions to people about how to behave. Explain connections between biblical texts and the Christian concept of Jesus as Messiah. Recall a story told by Muhammed and recognise that he is inspirational to Muslims as the Prophet of God. (Allah) Understand the Qur'an is the Holy Book of Islam and is treated with great respect by most Muslims. 	<ul style="list-style-type: none"> Place the concepts of God and Creation and Fall on a timeline of the 'big story of the Bible.' Make clear links between Genesis 1 and what Christians believe about God and Creation Identify the calling of the First disciples as part of the 'Gospel' and understand this tells the story of the life and teaching of Jesus. Make links between the story of the calling of the first disciples and the healing of the leper and the importance of love in the world today. Offer suggestions about what Jesus' action towards the leper might mean for Christians. Understand that Hinduism is an ancient and diverse religion and that Hindus may describe Brahman (reality) through gods and heroic figures such as Rama, Sita and Lakshmi.
<p>Expressing</p> <p>Spiritual and religious forms of expression e.g. metaphors, stories art and music</p> <p>Identity and belonging</p> <p>Diversity within and between religions</p>	<p><i>In Key Stage One pupils will learn a key story from either Christianity or other worldview within each unit. Pupils will simply retell the stories and begin to describe what followers might learn from them. In addition, they will begin to look at how ideas are expressed in worship, buildings, music and art, and begin to make connections with stories and beliefs.</i></p> <ul style="list-style-type: none"> Retell the story of Genesis 1 simply. Say what the creation story tells many Christians about God, Creation and the world. Give a simple account of the story of Jesus' birth and why Jesus is important to most Christians. Talk about how Shabbat is a special day of the week for many Jewish people, and give some examples of what they might do to celebrate Shabbat. 	<ul style="list-style-type: none"> Recall the story of Joseph and explain why Christians or Jewish people might use this to help others. Tell the story of the birth of Jesus and recognise the link with 'incarnation' - Jesus is 'God on Earth.' Explain the key features of a mosque and look at a variety of different mosques around the world—noting similarities and differences. Look at examples of Islamic art and make simple comparisons with Christian art. Begin to explain how praying together in a mosque may give many Muslims a sense of belonging. 	<ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. wonder at creation, care for the Earth.) Start to say how Diwali might bring a sense of belonging to many Hindus. Make connections between metaphors of light in both Christmas and Diwali, whilst also noting key differences. Explore how the metaphor of light and dark in Diwali is represented by different Hindus in art. Examine how Christmas is celebrated by different Christians around the world and make connections between them. Examine artistic and expressive work connected with pilgrimage in Hinduism and Christianity.
<p>Living</p> <p>Practices and ways of life e.g. worship, prayer, meditation, celebration and pilgrimage</p> <p>Values and Commitments e.g. laws, attitudes, commitments and moral guidelines</p>	<p><i>Pupils will look at the key Christian festivals of Easter and Christmas—describing how followers might celebrate the.. Also they will look at the Jewish festival of Chanukah and the celebration of Shabbat. In Islam, they will look at the festival of Eid and Ramadan. Pupils will look at some ways in which followers will try to live a good life, and reflect and their responses to this..</i></p> <ul style="list-style-type: none"> Give at least one example of what many Christians might do to thank you for Creation. Decide what they personally have to be thankful for at Christmas time. Give at least three examples of how some Christians might show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven. Use the right names for things that are special to Jewish people during Shabbat and explain why. Start to make connections between being Jewish and decisions about behaviour. 	<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their beliefs in God as loving and forgiving: by saying sorry and forgiving others. Give an example of how Christians put their beliefs into practice in worship e.g. by saying sorry to God in prayer. Give at least two examples of how Christians put their beliefs about forgiveness and peace into practice in the Church community and their own lives. Give at least two examples of ways in which Christians might use the nativity story in churches and at home e.g. nativity plays and carols. Describe how many Muslims pray at regular intervals (Salat) and begin to explain why they do this. Begin to explain what a Muslim might do when they go on pilgrimage 	<ul style="list-style-type: none"> Describe how and why Christians might pray to God, say sorry and ask forgiveness Give examples of how members of the clergy try to follow the teaching of Jesus in their roles. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people how are not Christians. Consider how Christians might answer the question, 'What sort of world did Jesus want?' Describe and justify their own answers to this question. Describe some of the ways in which different Hindus might celebrate Diwali and some of the symbolism of light connected with this. Compare the significance of pilgrimage to the river Ganges in Hinduism with pilgrimage in Christianity.