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| **Expectations at the end of Key Stage One** | |
| **A Knowledge and Understanding** | **B Skills and Attitudes** |
| Pupils should be able to talk about God and about specific ways in which people show their belief in God. They should explore the difference between right and wrong and understand the importance of forgiveness. Pupils should identify some religious festivals practices and symbols and re-tell some religious and moral stories, and name or talk about some religious people and the communities they belong to. | Pupils should raise questions which show they are developing an enquiring approach to life, and use a number of religious words and value themselves, others and the world in which they live, recognising that they have responsibilities, to themselves and others.  Pupils should recognise a range of emotions in themselves and others and express their own thoughts. recognise that people have a variety of life experiences. |

| **Objectives** | **Learning Outcomes by the end of Key Stage 1** | **Examples and notes**  ***( Examples and notes are linked to units of work found in the Key Stage 1 Solihull Handbook, while other examples from world religions and non-religious world views can also be found on the Solihull web site)*** |
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| **A1**  Acquire a basic knowledge and understanding of religious beliefs and practices | 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 | **Festivals:**  **Easter, the Cross and Salvation CC**  Passover, Eid-ul-Fitr, Sukkot and Christingle, Ramadan  **Beliefs:**  God in Islam, Judaism and Christianity  **What is the meaning of love? Agape**  **Story of Zacchaeus CC**  **Prayer and worship:**  Tallit, Prayer of St Francis, Lord’s Prayer, Kindle a flame |
| **A2**  Develop a knowledge and understanding of different religions through their key traditions and sacred writings  Understand questions of right and wrong and express their ideas and opinions | Retell and suggest meaning to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.  Explain how laws and rules are necessary for people to live together happily and to reflect on the importance of rules in their own lives | **Sacred Writings:**  Prophethood, Revelation and the Qur’an  Judaism – Torah Scrolls - Moses  Christianity – The Bible – feeding the 5000  Sikhism - The Living Guru  Hinduism – Ramayana - Rama and Sita Diwali  **Right and Wrong**  Christianity – Bible - Parables about fairness and forgiveness – The Lost Son  How do we know how to be good? - The Ten Commandments  Sikhism – The Guru Granth Sahib – Teachings of Guru Nanak  Hinduism – The Ramayana (Dharma – duty) |

| **Objectives** | **Learning Outcomes by the end of Key Stage 1** | **Examples and notes** |
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| **A3**  Develop a knowledge and understanding of religious language and symbols | Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities and differences between communities. | **Symbols:**  Christianity - Light - Jesus light of the world, the Cross, The ICTHUS  Islam - Crescent moon and star  **Actions:**  Sikhism – the langar  Prayer hands and prayer flags |
| **A4**  Know and understand the influence of key religious figures, stories and traditions | Name some people of faith and identify the communities they belong to  Explore the religious traditions expressed through worship and celebration | **People of Faith**  Lady of Lourdes, Joshua, St Nicholas, Mary Jones and her Bible  Celebrations e.g. Advent, Christmas, Easter, Succot, Hannukah, Passover  Worship: reading the Bible, Gurdwara, Aarti flame, Silence |
| **B1**  Explore questions about belonging, meaning and truth so that they can express their own ideas using words, music , art or poetry | Ask and respond to questions about what individuals and communities do and why, and identify what difference belonging to a community might make | **Belonging:**  Pilgrimage to Mecca, Visits to places of worship  Birth rituals –Welcoming the baby  **Meaning and truth:**  What is God like? |
| **B2**  To understand what it means to belong and how a person can express their identity | Observe and recount different ways of expressing identity and belonging | **Identity**  The Call of the first disciples  The Kara  Christian Baptism |
| **B3**  Develop an understanding of the importance of cooperation locally, nationally and globally | Explore and respond with ideas to examples of co-operation between people who are different | **Cooperation**  Healing of the Roman Centurion’s Daughter  Solihull Faith forum  Care for the environment - Greenpeace |
| **B4**  Gain a knowledge and understanding of the different faiths and beliefs of the world | Recognise and respond sensitively to some similarities between different religions and world views | **Charity Focus** – poverty e.g. Christian Aid and Muslim Aid  Prayer in Christianity and Islam |