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| End of Key Stage 1 | End of Lower Key Stage 2 | End of Upper Key Stage 2 |
| Topics Covered (Covering 2 world religions as specified by the local agreed syllabus):  Caring for Creation, Christmas Gifts, Special People – Jesus, Easter – Happy or sad? Making Promises, Stories Jesus told/Caring for Others, Special Places – Our Church/Our School, Christmas Journeys, Home and Family, Easter Stories, Buddhism - Intro – Beliefs, Buddhism Intro –Stories. | Topics Covered(Covering 3 world religions as specified by the local agreed syllabus):  What is important in baptism? Christmas Light, What did Jesus teach about the kingdom of God?  (Parables), Why is the bible important to Christians? Buddhism Unit 1 – Who was the Buddha? Islam Unit 1 – What do Muslims believe in? Creation and the natural world, Christmas story, How do Christians worship? Stories about Easter – Jesus. Buddhism 2 – What did the Buddha teach? Islam Unit 2 - Why is Mohammed important to Muslims? | Topics Covered(Covering 3 world religions as specified by the local agreed syllabus):  How do Christians love their neighbours? Christmas Peace. How are Christian Churches similar and different? Why do Christians celebrate the Eucharist? How do Christians celebrate Pentecost? Buddhism 3 – The Sangha.  The nature of God, Christmas – Incarnation. What do Christians believe about wealth and poverty? Sacred Stories from the old Testament. What do Christians believe about life after death? Islam 3 – What is the role of the mosque? |
| In Key Stage 1 pupils should be able to:   * Recall basic beliefs, festivals and practises in Christianity and Buddhism - God, Creation, Incarnation and Salvation/ Buddha, the middle way and meditation. * Retell and suggest meanings to religious stories – make a link between a story and a concept. * Recognise that sacred texts have meanings and that these are important to followers. * Observe and describe different ways of belonging. * Develop and express opinions in a range of ways – through art, writing, poetry and music. * Explore questions about meaning, truth, right and wrong. * Appreciate similarities and differences between religious communities. | In Lower Key Stage 2 pupils should be able to:   * Describe connections between different features of Christianity, Islam and Buddhism, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life. * Explore and describe a range of beliefs in Christianity, Islam and Buddhism. * Recognise symbols and actions so that they can understand different ways of life and ways of expressing meaning. * Describe the links between sacred texts (The bible, the Qur’an and the Pali/Sanskrit canon) and the actions of followers, explaining the importance of that for a believer. * Raise questions and suggest answers about ‘big’ ideas explored in sacred texts, such as salvation, zakat and ahimsa. * Describe the challenges of belonging to a community or faith. * Find some similarities in the religions studied at Key stage 2. * Discuss and present their own views about belonging, meaning, purpose and truth through art, music, writing and poetry. * Consider ethical questions and decide what they think is right and wrong. | In Upper Key Stage 2 pupils should be able to:   * Describe and make connections between different features of Christianity, Islam and Buddhism, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas. * Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. * Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. * Understand and explain how believers put beliefs in to practise in different ways – Eg, Christian denominations. * Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. * Weigh up how religious ideas, teachings and beliefs influence or impact upon their own lives, problems and opportunities. * Develop insights of their own and explain these using concrete examples. |