**Cycle A Christianity**

**Practices A We Explore-Engage-Reflect and follow the Staffordshire Agreed Syllabus (SACRE)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Beliefs, Teaching & Sources** | **Practices & Ways of life** | **Expressing Meaning** | **Identify diversity & belonging** | **Meaning, purpose & truth** | **Values & Commitments** |
| Engage with stories and extracts from religious literature and talk about their meanings - 1.1a | Find out about how and when people worship and ask questions about why this is important to believers - 1.2a | Expressing meaning Explore as appropriate the special nature of artefacts used in worship -1.3a | Reflect and respond to stories about belonging and relating to religious communities and non-religious ways of life-1.4a | Ask and respond to questions about things that are interesting or puzzling in the world -1.5a | Reflect and respond to stories highlighting the morals and values in practice -1.6a |
| Explore stories about the lives and teachings of key religious figures - 1.1b | Explore the preparations for and find out about the celebration of festivals 1.2b | Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - 1.3b | Identify and ask questions about customs associated with particular religious and non-religious ways of life -1.4b | Listen to and ask questions about stories of individuals and their relationship with God -1.5b | Reflect on examples of care and concern shown by believers in religious communities and non-religious ways of life and explores reasons for these actions -1.6b |
| Find out about ways in which sacred texts are regarded, read and handled by believers - 1.1c | Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - 1.2c | Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression -1.3c | Find out about ceremonies in which special moments in the lifecycle are marked -1.4c | Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - 1.5c | Explore stories from religious traditions and find out about attitudes to the natural world -1.6c |

**Cycle A Christianity We Explore-Engage-Reflect and follow the Staffordshire Agreed Syllabus (SACRE)**

|  |  |  |
| --- | --- | --- |
| **Autumn**  **Caring and Belonging** | **Spring**  **Celebrations and Families** | **Summer**  **Answers and Worship** |
| **1.1c 1.1b 1.6b 1.3c 1.2a 1.2b 1.4c** | **1.4c 1.3a 1.3b 1.1a 1.6a** | **1.6c 1.4a 1.4b 1.5b** |
| **Subject Specific Vocabulary** | | |
| See Subject Specific Vocabulary grid plus:  Bible, Created, Creation, Christianity, Jesus, Church, Special Place, Christmas Story, importance, belief, Give thanks, Worship, Special days, Festivals, Community, Difference, Faith makes, Impact, God | See Subject Specific Vocabulary grid plus: Ceremonies, Celebrations, Special moments, Artefacts, Rituals, Stories, Meanings, Reflect, Morals, Values, God, family, Bible stories. | See Subject Specific Vocabulary grid plus: Traditions, Natural World, Communities, Religious ways, identify, Non-religious, Relationship, God, Kindness, Respect, Humanitarian aid, Our World, Worship, Symbols, Gestures, |
| **I will know …** | | |
| * I will know what the bible is and why it is important to Christians. * I will know who Jesus is and why he is important to Christians. * I will know how people show they care. * I will know who I care for and who cares for me. * I will know how Christians care for each other. * I will know some Bible stories about caring for others. * I will know what special moments people celebrate. * I will know that people belong to different groups, and what it feels like to belong to a group. * I will know how Christians celebrate special moments e.g. Christmas, baptisms. * I will know why a Church is special to Christians and be able to name some parts of a church. * I will know how Christians worship and can tell you about Special days and festivals. | * I will know how people celebrate. * I will know how Christians prepare for celebrations e.g. Good Friday, Easter, weddings. * I will know what a Christening is and can tell you why we have them, what it involves and why it is a tradition within a Christian family/community. * I will know some bible stories including Noah’s ark and Adam and Eve-the creation story. * I will know who is in my family and why people in my family are important. * I will know that the Church is like a family to Christians and why people may turn to God for support. | * I will know about the idea of right and wrong and how we behave towards each other. * I will know about stories from the Bible and messages they tell us. * I will have an understanding of a World view-with beliefs based on actions NOT A GOD-such as kindness, respect, wanting to help/ humanitarian aid * I will be able to ask and answer questions about our World and people’s attitudes to the natural world. * I will know how and when people meet together. * I will know how and when Christians meet together for worship. * I will know why worship is important for Christians. * I will know all about Christian symbols used in worship including the cross where we see it and why it is special. |
| Assessment | | |
| **Caring**  *WTS: All learners* *should be able to say how faith communities care for others*  *EXS: Most learners* *should be able to suggest how and why members of faith communities care for others recalling the outline of faith stories which focus on caring for others*  *GDS: Some learners should be able to explain how a believer might try to put the teachings into practice in their own lives*  **Belonging**  *WTS: All learners should be able to identify how we belong to different groups.*  *EXS: Most learners should be able to describe what it feels like to belong to a group and be able to name some groups.*  *GDS: Some learners should be able to suggest reasons why it might be important to believers to belong in this way and how members of the faith community show how they belong through shared experiences.* | **Celebrations**  *WTS: All learners should be able to identify a religious celebration or celebrations and link these with particular preparations*  *EXS: Most learners should be able to use some religious words and phrases to describe how members of faith communities might prepare for a celebration*  *GDS: Some learners should be able to link faith communities with celebrations and suggest why these are important to believers*  **Families**  *WTS: All learners should be able to outline why the church is like a family*  *EXS: Most learners should be able to say why believers might turn to God for support*  *GDS: Some learners should be able to make links between the support God gave and the action taken by the believer* | **Answers**  *WTS: All learners should be able to share ideas about the behaviour practised by the main characters in the faith stories*  *EXS: Most learners should be able to suggest what believers might learn about the way to behave from the main characters in the story*  *GDS: Some learners should be able to make connections between the meaning of the story and the way believers might be expected to behave*  **Worship**  *WTS: All learners should be able to use religious words and phrases to identify when and where faith communities might meet together for worship*  *EXS: Most learners should be able to recall what happens when members of faith communities meet together for worship*  *GDS: Some learners should be able to suggest why it might be important for members of faith communities to meet together for worship* |

**Cycle B Islam (Muslim)**

**Practices B We Explore-Engage-Reflect and follow the Staffordshire Agreed Syllabus (SACRE)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Beliefs, Teaching & Sources** | **Practices & Ways of life** | **Expressing Meaning** | **Identify diversity & belonging** | **Meaning, purpose & truth** | **Values & Commitments** |
| Engage with stories and extracts from religious literature and talk about their meanings - 1.1a | Find out about how and when people worship and ask questions about why this is important to believers - 1.2a | Expressing meaning Explore as appropriate the special nature of artefacts used in worship -1.3a | Reflect and respond to stories about belonging and relating to religious communities and non-religious ways of life-1.4a | Ask and respond to questions about things that are interesting or puzzling in the world -1.5a | Reflect and respond to stories highlighting the morals and values in practice -1.6a |
| Explore stories about the lives and teachings of key religious figures - 1.1b | Explore the preparations for and find out about the celebration of festivals 1.2b | Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - 1.3b | Identify and ask questions about customs associated with particular religious and non-religious ways of life -1.4b | Listen to and ask questions about stories of individuals and their relationship with God -1.5b | Reflect on examples of care and concern shown by believers in religious communities and non-religious ways of life and explores reasons for these actions -1.6b |
| Find out about ways in which sacred texts are regarded, read and handled by believers - 1.1c | Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - 1.2c | Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression -1.3c | Find out about ceremonies in which special moments in the lifecycle are marked -1.4c | Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - 1.5c | Explore stories from religious traditions and find out about attitudes to the natural world -1.6c |

**Cycle B Islam (Muslim) We Explore-Engage-Reflect and follow the Staffordshire Agreed Syllabus (SACRE)**

|  |  |  |
| --- | --- | --- |
| **Autumn**  **Caring for the natural World**  **Valuing New life** | **Spring**  **Worship ad Ceremonies**  **Belonging to a group** | **Summer**  **Storytelling through Sacred writings**  **Showing kindness and goodness** |
| **1.2a 1.3c 1.1c 1.4c 1.6a** | **1.2b 1.2c 1.4c 1.3b 1.5c 1.6a 1.6c** | **1.6a 1.6b 1.3a 1.5a 1.5c 1.2c** |
| **Subject Specific Vocabulary** | | |
| See subject specific Vocabulary grid plus:  Islam, Muslim, , Importance, Compare Prophet Muhammad, care, natural world, humanity.  Jesus, birth, Symbols, Special, Mary ,Joseph, Shepherds, God, Adam, Eve, Angel , Baby | See subject specific Vocabulary grid plus:  Islam, Muslim, Worship, different, beliefs, Quran, Mosque, Place of Worship, Mecca, The Importance, Compare, Prophet Muhammad humanity, Festivals, celebration, belonging, traditions, life cycle, special moments, symbols, sacred writing, morals, Ramadhan and Eid ul Fitr Hajj | See subject specific Vocabulary grid plus: Practices, food, artefacts, star, crescent, clothing, garments, reflect, customs, community, wider world, natural world |
| **I will know …** | | |
| * I will know how people show they care about the world. * I will know that followers of Islam are called Muslims. * I will know that Muslims believe that "There is no god but God, and Muhammad is the Messenger of God" and that this is central to Islam. * I will know that Muslims believe the world is God’s gift to mankind and that there is proof of His existence in every natural object. * I will know how to show you care about the world. * I will be able to tell you about an Islamic story about caring for the Natural world e.g. The Prophet and the Ant. * I will know how babies are important to their parents/ carers. * I ill know the story of The First Christmas. * I will know about the symbols and visuals in the story of The First Christmas e.g. how did the shepherds know Jesus was important? | * I will know people meet together to worship and how it makes people feel. * I will know how Muslims worship and where this takes place. * I will know why worship is important to believers. * I will know about the special days and ceremonies for Islam believers * I will know that religion is something you belong to and follow * I will know what difference it makes to belong. * I will be able to tell you about special ceremonies and traditions. * I will be able to tell you what Mecca is. | * I will know what the Qu’ran is. * I will know why Muslims value stories that have meanings. * I will know that stories can tell you about important things in life. * I will know what makes a person good. * I will know who believers think is good. * I will know about the values of the faith |
| Assessment | | |
| **Caring for the Natural World**  WTS: All learners should be able to identify some important ideas from faith stories about the natural world  EXS: Most learners should be able to make suggestions as to what the stories mean about the way believers should treat the natural world  GDS: Some learners should be able to suggest how believers might put these ideas into practice in their own lives  **Valuing New Life- The Birth of Jesus**  *WTS: All learners* *should be able to link stories, symbols and visual forms of expression to particular faith communities*  *EXS: Most learners* *should be able to identify important beliefs reflected in the stories, symbols and visual forms of expressions belonging to a faith community or communities*  *GDS: Some learners should be able to make clear links between stories, symbols and other forms of visual expression and beliefs* | **Worship and Ceremonies**  *WTS: All learners should be able to identify actions, gestures and rituals used as part of worship or ceremonies*  *EXS: Most learners should be able to say how these actions, gestures and rituals might be used*  *GDS: Some learners should be able to suggest why these actions might be important to believers*  **Belonging to a group**  *WTS: All learners should be able to identify actions, gestures and rituals used as part of worship or ceremonies*  *EXS: Most learners should be able to say how these actions, gestures and rituals might be used*  *GDS: Some learners should be able to suggest why these actions might be important to believers* | **Storytelling through sacred writings**  *WTS: All learners* *should be able to recall the outline of stories from faith communities which have meaning* and *be able to identify some important ideas from the stories*  *EXS: Most learners* *should be able to suggest what the stories say to believers about how they should lead their lives*  *GDS: Some learners should be able to demonstrate how the story would impact on a believer’s life if they put the teaching into practice*  **Showing kindness and goodness**  *WTS: All learners should be able to identify individuals from faith communities who are believed to set an example*  *EXS: Most learners should be able to identify qualities and attributes which set these people apart linking the examples in the stories with the way believers should lead their lives*  *GDS: Some learners should be able to explain how their attitudes and behaviour marked them out as being good within the faith community.* |