**Cycle A Christianity Plus World View Humanism**

**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** |
| Explore the origins of sacred writings and consider their importance for believers today-2.1a | Compare and contrast the practice of religion in the home and different communities 2.2a | Explore the symbolic use of a wide range of objects, sounds, visual images, actions, gestures and make suggestions as to the intended meaning they might have for believers 2.3a | Explore the diversity of a range of religious traditions and World views and identify and reflect on similarities and differences 2.4a | Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a | Explore rules for living in sacred writings and teachings and ask questions about their impact on lives 2.6a |
| Explore a variety of forms of literature found in sacred books and investigate a range of religious teaching-2.1b | Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b | Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions 2.3b | Find out about the activities of local religious communities and make links 2.4b | Investigate and reflect on a range of religious and world view responses to suffering, hardship and death 2.5b | Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment 2.6c |
| Explore the life of key religious figures and make links with teachings and practices of special significance to followers 2.1c | Investigate some features of key religious festivals and celebrations and identify similarities and differences 2 2c | Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c | Research some key events in the development of religious traditions and explain the impact on believers today 2.4c | Investigate stories about God’s relationship with people and suggest how for some people this helps them make sense of life 2.5c | Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c |
| Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers 2.1d | Investigate the life of a person who has been inspired by their faith and make links between belief and action 2.2d | Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d | Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d | Make links between beliefs and action and reflect how this might have local, national and international impact 2.5d | Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour 2.6d |

**Cycle A Christianity Plus World view Humanism**

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

|  |  |  |
| --- | --- | --- |
| **Autumn**  **Exploring living by rules**  **Religion in the home** | **Spring**  **Symbols of worship**  **Sharing food in Religious Festivals** | **Summer**  **The Beginning of the world**  **Religious leaders** |
| **2.2a 2.1a 2.5a 2.6a 2.3a** | **2.2b 2.3b 2.4d 2.6b** | **2.3b 2.2d 2.4b 2.5d** |
| **Subject Specific Vocabulary** | | |
| See subject specific Vocabulary grid plus: Christian, Church, Catholic, Bible, Old testament, New testament, Celebration, Wedding, Bride, Groom, Ceremony, Altar, Pulpit, Font, Pew, Cross, Crucifix, Stain glass window, Kneeler, Vicar, Grave | See subject specific Vocabulary grid plus:  Sacred, Reflect, Worship, Easter, New life, Jesus, last supper, betrayal, Sacrifice, Significant person, Belief, ceremony, life cycle, Religious teaching, Source, Believer | See subject specific Vocabulary grid plus:  Sacred text, Candle, Jonah, Humanism,  Well-being, Mindfulness, Community, Inspired, Faith, creation, God, Adam and Eve, Jesus, leader, temptation |
| **I will know …** | | |
| * I will be able to retrieve and revisit KS1 learning and reflect on Christianity. * I will know why we need rules. * I will know what rules exist in the Bible. * I will know the impact of these rules on Christians. * I will know about Random acts of Kindness. * I will know what makes people’s homes different. * I will know what Christian homes are like. * I will know how important it is for believers to practice faith at home. * I will know what worship means to a Christian and how Christians worship at home and in the community. | * I will know about the Christian celebration of Easter and why it is an important significant story. * I will know what food is linked to Easter and why * I will know about the last supper-what it was and why food was shared * I will know about Christian Weddings and traditions. Including the ceremony and the meaning of commitment. * I will re-enact a Wedding and be able to tell you about it. * I will know about different types of traditions. * I will know about special foods eaten by members of a faith community. * I will know why it is important to eat together. | * I will know about the Creation story. * I will know about God as a creator. * I will know about how faith communities believe the world came into being. * I will know about what makes a leader. * I will know about Jesus as a leader * I will be able to tell you about traditional bible stories including the temptation of Jesus. * I can explore and discuss a World view-Humanism and understand that for some this is instead of a religious belief (non- belief) * I will know that wellbeing/mindfulness-how we can keep me mentally well. |
| Assessment | | |
| **Exploring living by rules**   * Identify the rules for living in the faith being studied * Create a set of rules based on a theme * Discussion or prose: Why do people of faith follow religious rules   **Religion in the Home**  *WTS: All learners* *should be able to identify symbols, actions and gestures characteristic of the faith which could be found in a believers’ home*  *EXS: Most learners* *should be able to identify the beliefs demonstrated by the practice of religion in the home*  *These learners should be able to suggest meaning for the values and practices found in a believers’ home*  *GDS: A few learners should be able to link sources and writing with these practices and to explain why it might be important to believers to carry on these traditions.* | **Symbols of Worship**  *WTS: All learners should be able to identify symbols, actions and gestures which are used in worship*  *EXS: Most learners should be able to make the links between sources, beliefs and the use of symbolism in worship*  *These learners should be able to describe similarities and differences between and within faiths*  *GDS: A few learners should be able to explain how the use of symbols, actions and gestures helps believers to feel a sense of identity and belonging*  **Sharing food in Religious Festivals**  *WTS: All learners should be able to identify a range of religious traditions*  *EXS: Most learners should be able to describe the important features of some religious traditions and identify similarities and differences*  *These learners should be able to make links between stories and sources and the features of religious traditions, suggesting reasons for similarities and differences GDS: A few learners should be able to explain why believers might be committed to carrying on certain traditions* | **The beginning of the world**  *WTS: All learners should be able to identify a range of stories about the beginning of the world from different traditions*  *EXS: Most learners should be able to identify the important beliefs that faith communities take from these stories*  *These learners should be able to identify similarities and differences within these stories and suggest why they might be important to faith communities*  *GDS: A few learners should be able to suggest how these stories are regarded by faith communities today and why they are still important*  **Religious Leaders**  *WTS: All learners should be able to identify religious leaders and retell stories relating to significant events in their lives*  *EXS: Most learners should be able to make links between these stories, the beliefs of the leaders and their teachings*  *These learners should be able to suggest how and why these beliefs and teachings made them into respected leaders*  *GDS: A few learners should be able to talk about the role of the religious leader or leaders for the community today and say why their teachings and practices are still respected* |

**Cycle B Hindu dharma and Sikhi (Hindu and Sikh)**

**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** |
| Explore the origins of sacred writings and consider their importance for believers today-2.1a | Compare and contrast the practice of religion in the home and different communities 2.2a | Explore the symbolic use of a wide range of objects, sounds, visual images, actions, gestures and make suggestions as to the intended meaning they might have for believers 2.3a | Explore the diversity of a range of religious traditions and World views and identify and reflect on similarities and differences 2.4a | Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a | Explore rules for living in sacred writings and teachings and ask questions about their impact on lives 2.6a |
| Explore a variety of forms of literature found in sacred books and investigate a range of religious teaching-2.1b | Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b | Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions 2.3b | Find out about the activities of local religious communities and make links 2.4b | Investigate and reflect on a range of religious and world view responses to suffering, hardship and death 2.5b | Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment 2.6c |
| Explore the life of key religious figures and make links with teachings and practices of special significance to followers 2.1c | Investigate some features of key religious festivals and celebrations and identify similarities and differences 2 2c | Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c | Research some key events in the development of religious traditions and explain the impact on believers today 2.4c | Investigate stories about God’s relationship with people and suggest how for some people this helps them make sense of life 2.5c | Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c |
| Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers 2.1d | Investigate the life of a person who has been inspired by their faith and make links between belief and action 2.2d | Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d | Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d | Make links between beliefs and action and reflect how this might have local, national and international impact 2.5d | Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour 2.6d |

**Cycle B Hindu dharma (Hindu)**

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

|  |  |  |
| --- | --- | --- |
| **Autumn**  **Harvest**  **Landmarks in Life** | **Spring**  **Lent**  **The Study of a chosen religion** | **Summer**  **Thinking about God**  **Features and patterns of worship** |
| **2.2c 2.1a 2.6a 2.6d** | **2.5d 2.4a 2.2c** | **2.2c 2.6c 2.3a 2.5a** |
| **Subject Specific Vocabulary** | | |
| See subject specific Vocabulary grid plus:  Hindu, Hindu dharma, Belief, Sacred book, Temple, Impact, symbolism. | See subject specific Vocabulary grid plus: Pilgrimage, travel, tradition, special days, community, celebrate, Impact, lent, Jesus | See subject specific Vocabulary grid plus: Compare, Symbol, similarities and differences, faith |
| **I will know …** | | |
| * I will know what Hinduism is (Hindu-dharma). * I will understand what are the main beliefs and traditions are and how they compare to Christianity. * I will know about being thankful for the fruits of the Earth. * I will know about God as a creator. * I will know about celebrating special times. * I will know why it is important for believers to celebrate special times. * I will know about symbols and symbolism in Hindu dharma. | * I will have knowledge on special days in the calendar and how the community celebrate. * I will know how people prepare for special days (Lent) * I will know how Jesus spent 40 days in the desert. * I will know about Shrove Tuesday, Lent, Easter. * I will know why people choose to follow Hindu dharma. * I will know about the lifestyle of Hindus. * I will understand the sacred books/writing of Hindu dharma and compare to the Bible * I will understand that different religions have different places of worship and know why. | * I will know about names and their importance. * I will know how Hindus describe their Gods/ God. * I will know what happens in a hindu temple. * I will know what the home is like including clothes, traditional food and artefacts. * I will know what happens when people meet together. * I will know the special Symbols and why they are important . * I will read and explore a wide range of traditional stories that prompt questions about the religious teaching of this faith and compare to Christianity-similarities and differences. |
| Assessment | | |
| **Harvest**  *WTS: All learners should be able to identify stories and teachings from faith communities relating to the environment/natural world EXS: Most learners should be able to link stories and teachings to beliefs and practices These learners should be able to identify similarities and differences between the teachings of different faith communities GDS: A few learners should be able to explain the impact of beliefs about the*  *environment/natural world on believers and faith communities*  **Landmarks in Life**  *WTS: All learners should be able to identify a range of ceremonies linked to special moments in life that are important to members of faith communities*  *EXS: Most learners should be able to describe the important features of ceremonies*  *These learners should be able to compare and contrast ceremonies from different traditions*  *GDS: A few learners should be able to explain why believers would see these celebrations as an important part of their faith* | **Lent**  *WTS: All learners should be able to identify important beliefs and values of faith communities*  *EXS: Most learners should be able to identify key beliefs and values from stories and sources and talk about the lessons believers can learn about the way to lead their lives*  *These learners should be able to link actions of individuals to beliefs and values GDS: A few learners should be able to explain the impact of acting on beliefs and values for individuals and communities*  **Study of a chosen Religion**  *WTS: All pupils should be able to identify characteristic features in the chosen religions lifestyle*  *EXS: Most pupils should be able to make connections between key practices and the teachings of the chosen religion GDS: Some pupils should be able to distinguish and describe practices that are of particular significance to a person in the chosen religion* | **Thinking about God**  *WTS: All learners should be able to identify names and attributes given to God*  *EXS: Most learners should be able to suggest what a believer might see as the most important attributes of God*  *These learners should be able to link sources with beliefs and ideas about God GDS: A few learners should be able to compare and contrast beliefs about God within and between faiths*    **Features and patterns of Worship**  *WTS: All learners should be able to identify the main features and patterns of an act of worship*  *EXS: Most learners should be able to describe important aspects of worship and make links with beliefs and sources*  *These learners should be able to identify similarities and differences of practice within and between faiths*  *GDS: A few learners should be able to suggest why ways of worship may vary within faiths* |