

## Scheme Curriculum Coverage: Year 1 and Year 2

Year One	Curriculum Objective	Vocab
<b>1.1 - Who is a Christian and what do they believe?</b>  <b>Autumn One</b>	<b>Emerging:</b> <ul style="list-style-type: none"> <li>Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</li> <li>Recognise some Christian symbols and images used to express ideas about God (A3).</li> </ul> <b>Expected:</b> <ul style="list-style-type: none"> <li>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul> <b>Exceeding:</b> <ul style="list-style-type: none"> <li>Make links between what Jesus taught and what Christians believe and do (A2).</li> <li>Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</li> </ul>	Christianity Christian God Jesus Symbols Beliefs Bible Cross Church Good and bad Right and wrong
<b>1.5 - What makes some places sacred?</b>  <b>Spring One</b>	<b>Emerging:</b> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there (A1).</li> <li>Identify at least three objects used in worship in two religions (A3).</li> </ul> <b>Expected:</b> <ul style="list-style-type: none"> <li>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> </ul>	Sacred Special place Worship Special object Symbol Church Mosque Synagogue

	<ul style="list-style-type: none"> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).</li> <li>• Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3)</li> </ul>	
<p><b>1.6 - How and why do we celebrate special and sacred times?</b></p> <p><b>Spring Two</b></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• Identify a special time they celebrate and explain simply what celebration means (A1).</li> <li>• Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>• Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).</li> <li>• Identify some similarities and differences between the celebrations studied (B3).</li> </ul>	<p>Celebration Special Sacred Jesus God Christian Festival – Christmas, Easter, Harvest Symbol Similar and different</p>

<p><b>1.7 - What does it mean to belong to a faith community?</b></p> <p><b>Summer One</b></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• Talk about what is special and of value about belonging to a group that is important to them (B2).</li> <li>• Show an awareness that some people belong to different religions (B1).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Identify two ways people show they belong to each other when they get married (A1).</li> <li>• Respond to examples of co-operation between different people (C2)</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</li> <li>• Identify some similarities and differences between the ceremonies studied (B3).</li> </ul>	<p>Faith community Special Valuable Belong Religious symbol Believer Baptism Marriage Similar and different</p>
<p><b>Year Two</b></p>	<p><b>Curriculum objective</b></p>	<p><b>Vocab</b></p>
<p><b>1.2 - Who is a Muslim and what do they believe?</b></p> <p><b>Autumn One</b></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</li> <li>• Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li> <li>• Re-tell a story about the life of the Prophet Muhammad (A2).</li> <li>• Recognise some objects used by Muslims and suggest why they are important (A2).</li> </ul>	<p>Islam Muslim Muslim beliefs God (Allah) Prophet Muhammad Ramadan Eid-ul-Fitr Calligraphy Holy Qur'an</p>

	<ul style="list-style-type: none"> <li>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Make links between what the Holy Qur'an says and how Muslims behave (A2).</li> <li>Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</li> </ul>	
<p><b>1.3 - Who is Jewish and what do they believe?</b></p> <p><b>Spring One</b></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>Talk about the fact that Jewish people believe in God (A1).</li> <li>Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</li> <li>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</li> <li>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</li> <li>Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Make links between some Jewish teachings and how Jewish people live (A2).</li> <li>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</li> </ul>	<p>Judaism</p> <p>Jewish</p> <p>God</p> <p>Mezuzah</p> <p>Shabbat</p> <p>Jewish festival</p> <p>Reflection</p> <p>Thanksgiving</p> <p>Praise</p> <p>Remembrance</p>
<p><b>1.4 - What can we learn from sacred books?</b></p> <p><b>Spring Two</b></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>Talk about some of the stories that are used in religion and why people still read them (A2).</li> <li>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</li> </ul>	<p>Sacred book/ text</p> <p>Message</p> <p>Christian</p> <p>Muslim</p> <p>Jewish</p> <p>Bible</p> <p>Jesus</p>

	<ul style="list-style-type: none"> <li>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</li> <li>• Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</li> <li>• Make links between the messages within sacred texts and the way people live (A2)</li> </ul>	
<p><b>1.8 - How should we care for others and the world and why does it matter?</b></p> <p><b>Summer One</b></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• Talk about how religions teach that people are valuable, giving simple examples (B1).</li> <li>• Recognise that some people believe God created the world and so we should look after it (A2).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</li> <li>• Identify ways that some people make a response to God by caring for others and the world (B1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</li> <li>• Answer the title question thoughtfully, in the light of their learning in this unit (C1).</li> </ul>	<p>Caring Valuable God Creation story Bible story Good and bad Right and wrong Golden rule Believer</p>