

Locally Agreed Syllabus - Key Stage 1

The focus in Key Stage 1 should be on Christianity and Judaism, but referring to other faiths where appropriate, particularly if there are members of other faiths in the class. All questions should be addressed in the teaching of Christianity. In the teaching of other faiths teachers should choose the focus that best suits them and their class.

The questions for this key stage are as follows:

Believing

- What do people believe about God, people and the natural world?
- Who am I?
- How and why are some stories and books sacred and important in religion?

Behaving

- What can people learn from religious leaders and teachers?

Belonging

- What does it mean to belong?
- How and why are religious celebrations important to people?
- How and why do symbols express religious meaning?

Exemplification is provided in Appendix B, but it is not necessary to cover all the suggested topics.

Year 3					
Term 1 Hinduism Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Term 2 Christianity Has Christmas lost its true meaning?	Term 3 Christianity Could Jesus heal people? Were these miracles or is there some other explanation?	Term 4 Christianity What is good about Good Friday?	Term 5 Hinduism How can Brahman be everywhere and in everything?	Term 6 Hinduism Would visiting the River Ganges feel special to a non-Hindu?
I know ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging.	I know what gift I would like to give to the world and what difference it would make.	I know why some people may describe something they see as a miracle when there may also be another explanation.	I know about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others.	I know some of the characteristics that make me even when I am playing different roles.	I know some ways that people use water in groups and start to explain how that gives a sense of community.
I know some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging.	I understand the links between Christian beliefs about Christmas and the way they celebrate it.	I understand two different ways Christians might interpret one of Jesus' healing miracles.	I understand why Christians see Jesus' death as 'good'.	I know links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.	I understand why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river.
I know how I might feel if I celebrated Divali with a Hindu family.	I know that Christmas means different things to different people.	I understand how Christians may describe and explain Jesus' miracles.	I understand whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.	I understand some Hindu beliefs and can express thoughts on these.	I know how to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).

Year 4					
Term 1 Islam How special is Allah to Muslims?	Term 2 Christianity What is the most significant part of the nativity story for Christians today?	Term 3 Islam How important is the prophet Muhammad to Muslims?	Term 4 Christianity Is forgiveness always possible for Christians?	Term 5 Islam How does the Qur'an influence Muslims today?	Term 6 Christianity Do people need to go to church to show they are Christians?
I understand the respect I feel for others and how that might be evident in the way I treat people.	I understand the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me.	I know about special people in my own life and say how they have influenced my actions or behaviour.	I understand why showing forgiveness may be important.	I understand how I have learnt something from a book that has helped me lead a good life.	I know a range of special places and identify why they have the impact on me that they do.
I know the key ways in which Muslims show their respect for Allah.	I know which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).	I know events in the life of Muhammad and explain the impact of them on the religion of Islam and Muslims today.	I understand how Christians might try to put into practice Jesus' teachings about forgiveness.	I know the importance of and impact on Muslims of the Qur'an.	I know some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others.
I understand what respect means and how I show this in my life in relation to the actions I have learnt about.	I know how I feel about Christian beliefs about Christmas and the Incarnation.	I understand how a Muslim may feel about the different events in the life of Muhammad and use this knowledge in ranking these events.	I know examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.	I know and can explain how a Muslim might demonstrate that they are following the teachings of the Qur'an in the light of these quotations.	I understand why the church may or may not be important to Christians.

Year 5					
Term 1 Hinduism What is the best way for a Hindu to show commitment to God?	Term 2 Christianity Is the Christmas story true?	Term 3 Hinduism How can Brahman be everywhere and everything? (progressive from Year 3)	Term 4 Christianity How significant is it for Christians to believe God intended Jesus to die?	Term 5 Hinduism Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Term 6 Christianity What is the best way for a Christian to show commitment to God?
I know why one way of showing commitment may not be better than another.	I understand whether a favourite story is 'true' and explain why.	I know how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing.	I can start to show an understanding of the difference between purpose and destiny.	I know I can express my views on life after death and start to explain how these views may make a difference to how I live my life.	I understand why one way of showing commitment may not be better than another.
I know why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this.	I understand there are different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).	I understand the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives.	I understand whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence.	I understand how beliefs about life after death make an impact on the ways Hindus choose to live their lives.	I understand why it is important to Christians to show their commitment to God and can describe different ways they choose to do this.
I know my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.	I know my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.	I know my own views on the Hindu belief in Brahman.	I know my opinion about the importance for Christians of Jesus' death being part of God's plan.	I know an opinion on the Hindu belief in reincarnation with some reasoning.	I know that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.

Year 6					
Term 1 Islam What is the best way for a Muslim to show commitment to God?	Term 2 Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Term 3 Christianity and Humanism Is anything ever eternal?	Term 4 Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Term 5 Islam Does belief in Akhirah (life after death) help Muslims lead good lives?	Term 6 Islam Does belief in Akhirah (life after death) help Muslims lead good lives?
I understand why one way of showing commitment may not be better than another.	I understand when I am celebrating in a way that reflects the meaning of the event.	I understand the difference it would make to me to know that something was eternal.	I understand how I would like to be a positive influence on others.	I know how my beliefs about right and wrong, actions and consequences make a difference to the choices I make.	I understand how my beliefs about right and wrong make a difference to how I see things.
I know why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives.	I understand how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this.	I understand why Christians believe some things are eternal and the difference this makes to them.	I know a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments.	I know how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.	I know two different Muslim interpretations of Jihad and explore their justifications for these.
I understand that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life	I know my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations.	I know my own answer to whether anything is eternal and give my reasons.	I know how to express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.	I understand there are questions about life after death and explore how what I believe about this might influence my life.	I know my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.