



Religious Education

CARE CURRICULUM -End of KS1 Expectations



knowing about and understanding religions and worldviews		expressing and communicating ideas related to religions and worldviews	
Beliefs and Questions (Theology)	Community and Identity (Living)	Reality and Truth (Philosophy)	Search for Personal Meaning
Christianity			
God	<p>Pupils will know that Christians believe in one God who created the world and humanity.</p> <p>They should be able to give examples of Christian beliefs about God, including the belief that God is like a father – a loving God who cares for his creation. They should be able to suggest ways in which Christians might believe that God cares for humanity.</p>	<p>Pupils should know that Christians express their beliefs about God through activities such as prayer and celebrating Christian festivals (eg. Christmas). They should be able to suggest what makes these activities religious.</p> <p>They should know that Christians believe the world is God's creation and so should be treated with respect.</p>	<p>Pupils should be able to identify and talk about different types of human communities and the things that unite communities. They should be able to talk about the importance of belonging and the different ways that humans express their belonging to a community.</p> <p>They should be able to talk about why some things are particularly special and valued. They should be able to suggest non-materialistic things that are important to humans such as family, love, babies, light, and hope. They should be able to give examples of things that really matter to humans and suggest why.</p>
Jesus	<p>Pupils will know that Jesus is special to Christians – that he is regarded as more than just a man. They should be able to retell a simple version of the accounts of the birth of Jesus. Pupils should be able to give examples of titles that Christians might use when talking about Jesus – eg. Saviour, Light of the World, Christ, Son of God.</p>	<p>They should know that Christmas is a special religious time for Christians, a time to celebrate the birth of Jesus. They should be able to give examples of religious activities that might be done as part of the Christmas celebrations – eg. taking part in or watching a nativity play, attending church, Christingle services.</p>	<p>They should be able to talk about their own identity and the different roles and responsibilities that they may have. They should be able to give examples of communities that they belong to and their own sense of identity and belonging as part of a particular community (eg. the school community, the family). They should be able to give examples of how they shown commitment to the people and communities that important in their lives.</p> <p>They should be able to talk about their own values and suggest how these might affect their behaviour. They should be able to identify the people who matter to them and suggest why some relationships are special.</p>
Church	<p>Pupils should be able to identify core beliefs and values of Christianity (eg. belief in one God, belief in Jesus Christ). They should be able to talk about what is meant by the Church family. They should know that some Christians perform infant baptism as a sign of welcoming a child into the Church family.</p>	<p>Pupils should be able to suggest why Christians might want to be part of a church community, to worship with others, to have their children baptised. They should be able to identify the cross as a Christian symbol. They should know the basic features of a church and be able to talk about what happens at an infant baptism and suggest the deeper meaning of the rituals involved.</p>	<p>They should know what is meant by the term symbol and symbolise and be able to give religious and non-religious examples.</p> <p>Pupils should be able to raise questions and talk about the ways that humans use the planet. They should be able to talk about our shared human responsibility to look after the world. They should be able to talk about the ways that collective actions can make a difference, and how this can also unite communities.</p> <p>They should be able to give examples of things that they are grateful for and talk about ways that they show their gratitude. They should be able to talk about things that they do because they should (i.e. recognise a sense of duty).</p>
Other Worldviews (Judaism)			



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Judaism	<p>The Jewish religion began in Israel when Abraham was called by God. Jewish people believe that there is one God. Jewish people believe that God is creator. They believe that God sets rules for life. The Torah tells the stories of the early Jewish people and their relationship with God. The Exodus story teaches Jewish people that God had a plan to rescue them from their enemies. The Torah sets expectations for how a Jewish person should live.</p>	<p>Shabbat is a weekly celebration for most Jewish people. Most Jewish people will do no work on Shabbat and will go to the synagogue. Shabbat helps most Jewish people to remember that God rested after creating the world. The synagogue is the centre of community life for many Jewish people. The synagogue is the centre of worship for Jewish people. The synagogue is where Jewish people learn about God. There are a lot of shared ideas about the rules that are followed. The Golden rule is shared by many different groups of people. A person's worldview will affect what they think is right or wrong. The ten commandments may apply to many different people in different ways.</p>	
Making Sense of their own worldview	<ul style="list-style-type: none"> Pupils should be able to talk about the complexity of identity. They should be able to give examples of how people might take on different roles and responsibilities in different settings. They should ask questions about how and why humans might change their roles and identity over the course of their life. Pupils should know that many people (religious and non-religious) believe it is important to be a good person, to care for the world and to think carefully about how they behave towards others. They should think about the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities. 	<ul style="list-style-type: none"> They should be able to talk about the way that they are able to change and adapt according to the situation and the people they are with. They should be able to identify times when this is helpful and why it is sometimes important to take on new roles and responsibilities. They should be able to ask relevant questions and talk about their own beliefs, values and identity and those of others. Pupils should be able to make comparisons with their own beliefs and values and those of the religions and beliefs that they have studied. They should be able to identify people who have influenced them and talk about the effect this has on their ideas and attitudes towards what matters. 	