

Year 1

Autumn Term 1

Unit 1.1: Who am I? Belonging (Rotherham Agreed Syllabus) (See also Summer 2 - Unit 2.1: What are the signs of belonging for Jews and Christians)

Pupils working at Step 1 will be able to say 'yes' to some of these:	Pupils working at Step 2 will be able to say 'yes' to some of these:	Pupils working at Step 3 will be able to say 'yes' to some of these:
<ul style="list-style-type: none">• I can recognise some objects linked to Christianity• I can recall the outline of a Christian story about belonging• I can talk about my answers to the question 'Who am I?'	<ul style="list-style-type: none">• I can match some activities that children do with where they belong.• I can identify 3 groups I belong to, and 3 examples of belonging from a religious community• I can respond sensitively to questions about who I am.	<ul style="list-style-type: none">• I can describe some aspects of belonging for myself and for others• I can list some simple similarities between ways Christians belong, and ways I belong• I can make a link between belonging to a religion and behaving in a certain way (e.g. she goes to Church because she is a Christian. He prays to Jesus so he believes in Christianity).

Autumn Term 2

Theme: God: What do Christians believe God is like? (Understanding Christianity)

OUTCOMES: By the end of this units, pupils are expected to be able to:	KNOWLEDGE: Pupils will know that:
<ul style="list-style-type: none">• Identify what a parable is.• Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.• Give clear, simple accounts of what the story means to Christians.• Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.• Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.• Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	<ul style="list-style-type: none">• Christians believe in God, and that they find out about God in the Bible.• Christians believe God is loving, kind, fair and forgiving, and also Lord and King.• Some stories show these Christian beliefs.• Christians worship God and try to live in ways that please him.

Spring Term 1

Unit 1.5: What can we learn from stories about Moses? (Rotherham Agreed Syllabus)

All pupils working towards the expected outcomes will be able to:	Many pupils working at the expected outcomes will be able to:
<ul style="list-style-type: none">▪ Recall Jewish stories from the Hebrew Bible (Torah/Tenakh)▪ Use some religious words to talk about the stories▪ Talk about what they find interesting and puzzling in the stories▪ Express own ideas about stories of bravery, kindness and friendship from the Bible and Judaism.▪ Recognise that Holy books contain stories that are special to many people.▪ Talk about their own experiences and feelings linked with these stories.	<ul style="list-style-type: none">▪ Retell a story of Moses▪ Ask thoughtful questions in relation to the stories and suggest some answers.▪ Suggest some meanings in the stories for Jewish people▪ Identify characters in the stories and answer simple questions about what the person was like▪ respond sensitively to ideas like bravery, freedom, working together or trust in the story.▪ Think for themselves about why these stories have been so popular for 3400 years.

Spring Term 2

Theme: Salvation: Why does Easter matter to Christians – Core Learning (Understanding Christianity)

OUTCOMES: By the end of this units, pupils are expected to be able to:	KNOWLEDGE: Pupils will know that:
<ul style="list-style-type: none">• Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).• Recognise that Jesus gives instructions about how to behave.• Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.• Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	<ul style="list-style-type: none">• Easter is very important in the ‘big story’ of the Bible.• Christians believe Jesus rose again, giving people hope of a new life.

Summer Term 1

Unit 1.3: What festivals do Jewish people like to celebrate? (Rotherham Agreed Syllabus)

<p>Pupils working at Step 1 will be able to say 'yes' to some of these:</p>	<p>Pupils working at Step 2 will be able to say 'yes' to some of these:</p>	<p>Pupils working at Step 3 will be able to say 'yes' to some of these:</p>
<ul style="list-style-type: none"> ▪ Recall that Jewish people believe in one God. ▪ Recall a Jewish story of God's creation of the world ▪ Talk about what / who are important to them in their own lives. 	<ul style="list-style-type: none"> • Retell the Jewish story of God creating the world, resting on the 7th day • Use religious words and phrases to talk about Shabbat, sharing a meal and resting on the Saturday. • Ask and respond sensitively to questions about Jewish experiences of Shabbat and their own family times. • Recognise that questions about creation cause people to wonder and are difficult to answer. 	<ul style="list-style-type: none"> • Use a developing religious vocabulary to describe key features of Shabbat and its importance to Jewish people. • Begin to realise the impact on Jewish lifestyles of their religion, through the experience of Shabbat. • Identify what influences them, making links between their own and Jewish experiences e.g. peacefulness at the Havdalah ceremony.

Summer Term 2

Unit 1.4: What happens in churches and synagogues (Rotherham Agreed Syllabus)

<p>Pupils working towards the expected outcomes for 7 year olds at Step 1 will be able to:</p>	<p>Pupils working at the expected outcomes for Key Stage 1, step 2 will be able to:</p>	<p>Pupils working beyond the expected outcomes for 7 year olds at step 3 will be able to:</p>
<ul style="list-style-type: none"> ▪ Name a Jewish and a Christian place of worship. ▪ Talk about the worship in two religious buildings, naming some of the things found in a church or synagogue. <p>Consider and answer questions such as:</p> <ul style="list-style-type: none"> ▪ What have I learnt about a synagogue? A church? ▪ What did I enjoy the most on my visit(s)? ▪ What would I like to find out more about? 	<p>Respond sensitively to the idea of worship for myself.</p> <ul style="list-style-type: none"> ▪ Retell stories about the symbols of worship that they have studied for Jews and Christians. <p>Consider and answer questions such as:</p> <ul style="list-style-type: none"> ▪ Does everybody worship something? ▪ What or how do I worship? ▪ What matters most to me? 	<ul style="list-style-type: none"> ▪ Describe the worship that place in a church and in a synagogue ▪ Use religious or spiritual vocabulary such as sacred, holy, worship, community; ▪ Make links between the worship of two different communities. <p>Consider and answer questions such as:</p> <ul style="list-style-type: none"> ▪ What happens on Sunday at a Church? ▪ What happens on Shabbat at a Synagogue? ▪ Why do religious people need a special building?

Unit 2.1: What are the signs of belonging for Christians and Jewish people (Rotherham Agreed Syllabus)

Pupils working towards the expected outcomes for 7 year olds at Step 1 will be able to:	Pupils working at the expected outcomes for Key Stage 1, step 2 will be able to:	Pupils working beyond the expected outcomes for 7 year olds at step 3 will be able to:
<ul style="list-style-type: none"> ▪ Recall that Jewish people believe in one God. ▪ Recall what happens at a Christian infant baptism / dedication and use religious words to recognise and name symbols and features. ▪ Talk about what is special and of value about belonging to a group that is important to them. ▪ Talk about what is special and of value to Jews and Christians, for example on Shabbat or at a Baptism or when they meet for worship. ▪ Talk about belonging for themselves, e.g. to family, class, school, friends, faith or town. 	<ul style="list-style-type: none"> ▪ Use religious words and phrases to talk about Shabbat, sharing a meal and resting on the Saturday. ▪ Ask and respond sensitively to questions about Jewish experiences of Shabbat and their own family times. ▪ Identify symbols of belonging from their own experience and for Christians and Jews. ▪ Use religious language to name and suggest meanings for religious symbols and action. ▪ Suggest a meaning for a symbol of baptism / dedication and say why Christians have these services. 	<ul style="list-style-type: none"> ▪ Use a developing religious vocabulary to describe key features of Shabbat and its importance to Jewish people, and key features of a welcoming service for a baby in the Christian community. ▪ Describe simply the impact on Jewish lifestyles of their religion, through the experience of Shabbat. ▪ Describe simply the impact for Christians of belonging to their community and of belonging to God. ▪ Make links between belonging to God, belonging to Christianity and belonging to Judaism. ▪ Express ideas about belonging for themselves

* Content to be included in Autumn 1 with links to **Unit 1.1: Who am I? Belonging** (Rotherham Agreed Syllabus)