

knowing about and understanding religions and worldviews		expressing and communicating ideas related to religions and worldviews	
Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
<b>Christianity</b>			
<b>God</b>	Pupils will know that Christians believe in one God who created the world and humanity. 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.	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. They should know that Christians believe the world is God’s creation and so should be treated with respect.	<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> <p>They should be 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>
<b>Jesus</b>	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.	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.	
<b>Church</b>	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.	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.	
<b>Progressed religions (Islam and the Hindu Dharma)</b>			
<b>Islam</b>	Pupils should know that Muslims believe in one God (Allah) and that submission (obedience) to God is an important part of Islamic life. They should know that Muslims believe that God created the world and everything in it.	They should know that Muslims believe the world is God’s creation and so needs to be cared for. They should be able to suggest ways that Muslims might care for the world. They should know that prayer is an important part of Muslim life and a way of showing obedience and gratitude to God.	<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> <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>

**Lancashire Agreed Syllabus for RE: End of KS1 expectations**

<b>Hindu Dharma</b>	<p>Pupils should know that Hinduism teaches that there is one God in many forms and that God is present in all living things. They should be able to name some of the different deities that Hindus might worship and talk about how the qualities of these deities are expressed in imagery.</p>	<p>They should be able to describe how and why Hindus might worship at home and in the Mandir. They should be able to identify and explain symbolic aspects of worship. Pupils should be able to identify items that might be used in Hindu worship eg. arti lamp, items from a puja tray. They should be able to suggest why worship might be important to a Hindu.</p>		<p>They 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.</p>
<p><b>Other religious and non-religious world views (non-progressed)</b> By the end of KS1, pupils should have studied ONE other religion (The exemplar planning recommends Judaism). They should also be aware of non-religious world views.</p>				<p>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.</p>
	<p>Pupils should be aware that most religious people believe in a God of some sort. There is a shared belief in most religions that there must be a cause for the existence of the world and for the, this is God. Pupils should be able to retell some of the stories from this religious tradition (eg. In Judaism – the story of the flood and the story of Abraham) and explain what these teach believers about God. Pupils should know that some people do not believe in a God or are uncertain – and that these people might look for alternative explanations for the existence of the universe, eg. from scientific theories.</p>	<p>They should know that religion has an impact on the life of a believer and be able to give specific examples of this – eg. that worship and prayer are common aspects of religious life and an expression of devotion. They should be able to give examples of special days and celebrations within religions (eg. The Sabbath Day for Jews) and talk about how these are a time to focus on God and to pass on religious beliefs and values. They should be able to talk about how a religion might provide moral guidance and authority (eg. how Jewish people might be guided by the Torah and the Ten Commandments)</p>	<p>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.</p>	<p>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.</p>