

Key stage 1

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:

- Christianity
- At least one other principal world religion
- Study of a local religious community, and a secular world view, where appropriate

Christianity

Year 1

AT1 Learning about religion

- Explore a range of religious stories and sacred writings and talk about their meanings
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate

AT2 Learning from religion

- Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- Ask and respond imaginatively to puzzling questions, communicating their ideas
- Reflect on how spiritual and moral values relate to their own behaviour

Themes

- Believing what people believe about God, humanity and the natural world
- Story: how and why some stories are sacred and important in religion
- Celebrations: how and why celebrations are important in religion
- Belonging: where and how people belong and why belonging is important
- Myself: who I am and my uniqueness as a person in a family and community

Experiences / opportunities

- Listening and responding to visitors from local faith communities
- Using their senses and having times of quiet reflection
- Using art and design, music, dance and drama to develop their creative talents
- Sharing their own beliefs, ideas and values, and talking about feelings and experiences
- Beginning to use ICT to explore religions and beliefs as practised in the local and wider community

Other religions/ beliefs

Year 1 – Buddhism & Humanism

AT1 Learning about religion

- Explore a range of religious stories and sacred writings and talk about their meanings
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives
- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- Identify and suggest meanings for religious symbols and begin to use a range of religious words

AT2 Learning from religion

- Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- Ask and respond imaginatively to puzzling questions, communicating their ideas
- Identify what matters to them and others, communicating their ideas
- Reflect on how spiritual and moral values relate to their own behaviour
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community

Themes

- Believing what people believe about God, humanity and the natural world
- Story: how and why some stories are sacred and important in religion
- Celebrations: how and why celebrations are important in religion
- Symbols: how and why symbols express religious meaning
- Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
- Belonging: where and how people belong and why belonging is important
- Myself: who I am and my uniqueness as a person in a family and community

Experiences / opportunities

- Visiting places of worship and focusing on symbols and feelings
- Listening and responding to visitors from local faith communities
- Using their senses and having times of quiet reflection
- Using art and design, music, dance and drama to develop their creative talents
- Sharing their own beliefs, ideas and values, and talking about feelings and experiences

- Beginning to use ICT to explore religions and beliefs as practised in the local and wider community

Humanism

The teaching of religions should be complemented by teaching about non-religious life stances and secular world views to reflect that many young people will not come from a religious home, and to ensure all pupils' voices are heard.

Pupils explore Humanist ceremonies, beliefs, values and actions, comparing and contrasting them with those of people from different religions.

A) To consider beliefs about:

- That people should lead good lives, and treat other people as they would wish to be treated themselves. We should try our best to increase happiness, and reduce other people's suffering.
- That we only have one life, and that we should live it according to human values of love, compassion, fairness and respect.
- That the creatures and plants on the earth have evolved over millions of years, rather than being created all at once.
- That we still don't know everything but that the way to answer our questions is by applying our minds to study, and thinking things through using evidence.

B) To consider special times such as:

- Humans have always felt the need to celebrate important times in their lives, such as births, marriages and deaths. Humanist ceremonies focus on the other person or people involved. For example a Baby Naming Ceremony welcomes a child into a family, and special adults make commitments to helping the parents to bring up the child to be a good, caring person.
- When someone dies, Humanists celebrate their life, and the person is remembered in the minds of their loved ones, and the other people whose lives they have touched.
- Some Humanists give gifts at Christmas, because it is a lovely thing to do for someone you love, and because not to do so would make people feel excluded and sad.

C) To develop knowledge and understanding of:

- Stories such as Aesop's Fables which reflect care for the environment.
- Scientific and other discoveries.
- People's efforts to improve society.

D) To put their beliefs into practise such as:

- Treating others as you would like them to treat you.
- Concern for the well-being of all people and for the environment and natural world.
- Ethical decisions made on the basis of what is best for the people concerned.

E) To consider:

- That Humanists obey the law, but work to change laws where they act against the welfare of individuals or groups of people.
- Humanists are active in campaigning for human rights, ethical and social issues.