

Year 1 – Who celebrates what and why?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 1</p> <p>Unit Number 1.1</p> <p>Theme</p> <p>Celebrations and festivals:</p> <p>Enquiry Question</p> <p>Who celebrates what and why?</p> <p>Religions:</p> <p>Christians and Jewish people</p>	<p>Knowledge:</p> <p>Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food.</p> <p>Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.</p> <p>Skills:</p> <p>Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.</p> <p>Key concepts and words</p> <p>Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • explore and talk about stories and celebrations of, for example, Christmas, Easter, Hanukkah, Pesach, finding out about what the stories told at the festivals mean, e.g. through hearing stories, talking about ‘big days’, learning from festive food, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals (A1); • select examples of religious artefacts from Christianity and Judaism that interest them, and name these, raising lists of questions about them and finding out what they mean and how they are used in festivals and for example in prayer and worship at the synagogue and church (A3); • find out about what different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals). They respond to questions about being generous and being thankful (B1); • notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? (C2). • remember the names of the artefacts, religions and stories they have learned • write or retell (e.g. by sequencing) a simple version of the stories they have learned as appropriate to their age group. BBC Teach’s stories ‘Religions of the World’ for 4-7s are a good source. 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Recall and name religious festivals, objects and symbols • Retell a story that lies behind a festival • Suggest a meaning for an object used in the worship of the festival • Ask questions about the meaning of the festival and listen to answers • Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community • Express an idea of their own about why festivals and celebrations matter • Give an example of a big day in their own lives and talk about what made it special

Year 1 – How do we show we care for others?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 1 Unit Number 1.2 Theme Myself and Caring for Others.</p> <p>Enquiry Question How do we show we care for others? Why does it matter?</p> <p>Religions: Christians and Jewish people Non-religious worldviews such as Humanism can also be considered</p>	<p>Knowledge: Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</p> <p>Skills: Literacy skills, simple discussion, sharing and expressing their own ideas.</p> <p>Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • listen to and think about three moral stories, for example from Christians, Jewish people and Humanists. They think and talk about whether they are saying the same things about how we should behave (A3); • learn from songs from religious communities which express the importance of caring and kindness or other age-appropriate values words • express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? [www.natre.org.uk/spiritedarts is a useful website] (B2); • notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? (C2); • linking to English, pupils ask questions about goodness, and create simple sentences that say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean (C3). 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Recall and name the main character in a story they have heard • Retell a story about caring simply • Suggest a meaning for a symbol, song or artefact from Judaism and Christianity • Ask questions about how we show we care for others • Respond to ideas and values such as care, kindness and generosity with simple ideas of their own • Express an idea of their own about a religious story of caring • Give an example of how a person can show their values

Year 1 – Stories of Jesus

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 1</p> <p>Unit Number 1.3</p> <p>Theme:</p> <p>Beliefs and teachings</p> <p>Enquiry Question</p> <p>Stories of Jesus:</p> <p>What can we learn from them?</p> <p>How do religious stories make a difference to people's lives?</p> <p>Religion: Christianity</p>	<p>Knowledge:</p> <p>Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son.</p> <p>They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways.</p> <p>Skills:</p> <p>Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.</p> <p>Key concepts and words</p> <p>Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • retell stories (for example through drama or in pictures), using a range of different stories about Jesus, considering what they mean. These should include stories Jesus told and stories about His miracles. Good examples: The Lost Coin, Jesus and the Ten Lepers. They compare the stories and think about what Christians today learn from the stories (A2); • linking to English, pupils respond to the parables Jesus told, for example, such as the Lost Son, considering and talking about what they mean. They recognise Christianity as the religion from which the stories come (A2); • use songs, art, drama, video and children's Bible retellings of key stories to learn more information about who Jesus was and why he matters so much to Christian people. • linking to English, pupils retell stories about Jesus, such as the miracle story of the healing of a blind person or a part of the Easter stories. They identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come (A2); • respond to stories about Jesus, talking about thankfulness as a result of miracles(C3); • ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories (A2); • linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry using, for example, a story from the New Testament: should Jesus have gone to the house of the tax collector Zacchaeus? Why did he? Why do Christians feel sad on 'Good Friday'? What happened after Jesus died, at Easter? (C1). 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Recall and name key figures in the stories of Jesus • Retell a story themselves, joining in with a song, a drama or a picture-book making activity • Suggest the 'hidden meanings' in stories Jesus told • Ask questions about Jesus' 'special powers' • Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own • Give an example of a belief about Jesus • Find out more about Jesus, inferring a simple idea from a story.

Year 1 – In what way are churches/ synagogues important to believers?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 1</p> <p>Unit Number 1.4</p> <p>Theme Symbols in religious worship and practice</p> <p>Enquiry Question</p> <p>In what ways are churches / synagogues important to believers?</p> <p>Religions: Christians and Jewish people</p>	<p>Knowledge:</p> <p>Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.</p> <p>Skills:</p> <p>Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.</p> <p>Key concepts and words</p> <p>Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church and a synagogue using digital photographs. They find out about the symbols and artefacts that they saw there and suggest meanings for them. (A1); learn about and remember what happens at a church or a synagogue, including special events such as weddings (A1); discuss reasons why some people go to synagogues or churches often, but other people never go to holy buildings. (B1); choose to find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water. (A3); use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Judaism might include Jewish artefacts - Torah, yad, head covering (Kippah), Hanukiah, Challah bread, mezuzah, a prayer shawl (tallit) and photographs from a local synagogue. (B3). recognise that some people prefer to be spiritual but not go to a holy building – e.g. people who are non-religious, or who sense the spiritual in the open air. This could link to some work in the style of ‘Forest Schools’ and is a n opportunity for outdoor ‘natural world’ reflection in RE. talk about and remember key items from the worship of Christians and Jews and the main things they have learned about what happens in holy buildings, suggesting meanings for the symbols they have noticed. 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Recall and name key objects from a church and a synagogue Suggest a meaning for some Jewish and Christian symbols Recognise that holy buildings are connected to beliefs about worshipping God, and talk about the se connections Ask questions about what happens and why in holy buildings Recount their visit to a holy building, e.g. by talking about photographs taken there. Express an idea of their own about why some people go to holy buildings Give an example of a sacred space that is out of doors and talk about their own ideas of sacred spaces.