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| **Year 1 RE Autumn 1- Questions that puzzle us Autumn 2 - Incarnation** |

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| **Key question –**  **Aut 1 - What can we learn from deep thinking? (1.11)**  **Aut 2 – Why does Christmas matter to Christians? How and why do we celebrate special times? (1.2)** |

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| **Skills** | |
| **Make sense of belief** | Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the question: is it wrong for people to be left out?’  Identify two or more big questions about religions and beliefs, and match them to two or more possible answers |
| Recognise that stories of Jesus’ life come from the Gospels  Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. |
| **Understanding the impact** | Recognise that people’s beliefs about God or life make a difference to what they do.  Give simple examples of ‘hidden messages’ in faith stories or wise sayings |
| Give examples of ways in which Christians use the story of the nativity to guide  their beliefs and actions at Christmas. |
| **Make connections** | Talk about what they like in the stories from sacred texts that they hear  Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people  Ask and suggest answers to questions arising from their learning about religions. |
| Think, talk and ask questions about Christmas for people who are Christians and for people who are not  Decide what they personally have to be thankful for, giving a reason for their ideas. |

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| **Children who have not understood the above skills**  **Barriers to understanding** |

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| **Year 1 RE Spring 1 – Good News -Gospel Spring 2 - Easter** |

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| **Key question –**  **Aut 1 - What is the ‘good news’ Christians believe Jesus brings? (1.12)**  **Aut 2 – Why does Easter matter to Christians? (1.6)** |

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| **Skills** | |
| **Make sense of belief** | Tell stories from the Bible and recognise a link with the concept of  ‘Gospel’ or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.  Recognise that Jesus instructs people about how to behave. |
| 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 |
| **Understanding the impact** | Give at least two examples of ways in which Christians follow the teachings  studied about forgiveness and peace, and bringing good news to the  friendless.  Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). |
| Give at least three examples of how Christians show their beliefs about  Jesus’ death and resurrection in church worship at Easter. |
| **Make connections** | Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about  how to live, giving a good reason for their ideas. |
| Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. |

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| **Children who have not understood the above skills**  **Barriers to understanding** |

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| **Year 1 RE Summer 1 – Holy Places Summer 2 – Beginning to learn Islam** |

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| **Key question –**  **Aut 1 – Where and how do Christians, Muslims and Sikhs worship? (1.9)**  **Aut 2 – What can we learn from Muslims in Sandwell? (1.8)** |

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| **Skills** | |
| **Make sense of belief** | Recognise that there are special places where people go to worship, and talk about what people do there  Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean  Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship |
| Recognise the words of the Shahadah and that it is very important for Muslims  Identify some of the key Muslim beliefs expressed in the 5 Pillars of Islam |
| **Understanding the impact** | Give examples of stories, objects, symbols and actions used in churches, mosques and/ or synagogues which show what people believe  Give simple examples of how people worship at a church, mosque or synagogue  Talk about why some people like to belong to a sacred building or a community. |
| Give examples of how Muslims use the Shahadah to show what matters to them  Give examples of how Muslims put their beliefs about prayer and about Allah  into action (e.g. by daily prayer, fasting or pilgrimage) |
| **Make connections** | Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas  Talk about what makes some places special to people, and what the difference is between religious and non-religious special places |
| Think, talk about and ask questions about Muslim beliefs and ways of living  Talk about what they think is good for Muslims about prayer, respect,  celebration and self-control, giving a good reason for their ideas  Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. |

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| **Children who have not understood the above skills**  **Barriers to understanding** |