



KS1 RE The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.



KEY AIMS:	<ul style="list-style-type: none"> • A Know about and understand a range of religions and worldviews • B Express ideas and insights about the nature, significance and impact of religions and worldviews • C Gain and deploy the skills needed to engage seriously with religions and worldviews 					
Worldviews to be taught:	<p style="text-align: center;">Religious traditions studied:</p> <p style="text-align: center;">EYFS (50 mins per week): Christians and people of other faiths as part of their growing sense of self and their community and non-religious worldviews</p> <p style="text-align: center;">KS1 (1 hour a week): Christians and Muslims and non-religious worldviews</p> <p style="text-align: center;">KS2 (1 hour per week and RE experiences): Christians, Muslims and Hindus and non-religious worldviews</p>					
STRANDS (A balance of the 3 strands over the year)	BELIEVING		EXPRESSING		LIVING	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A Units: NY Agreed Syllabus 2024-2029	1.8 How should we care for others and the world, and why does it matter? (Christian/Muslim)	1.6 How and why we celebrate special and sacred times (Christian festivals: Harvest and Christmas – split unit with T2)	1.1 Who is a Christian and what do they believe? (Christian)	1.6 How and why we celebrate special and sacred times (Christian festivals: Easter/Eid and Ramadan – split unit with T1)	1.2 – Who is a Muslim and what do they believe? (Muslim)	
Key Learning Objectives	<ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples (B1). • Recognise that some people believe God created the world and so we should look after it (A2). • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). • Answer the title question thoughtfully, in the light of their learning in this unit (C1). 	<ul style="list-style-type: none"> • Identify a special time they celebrate and explain simply what celebration means (A1). • Identify some ways Christians celebrate Christmas/ Harvest (A1). • Re-tell stories connected with Christmas/Harvest and say why these are important to believers (A2). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). • Suggest meanings for the symbol of light to Christians (A3). 	<ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus (A1). • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<ul style="list-style-type: none"> • Re-tell stories connected with Easter and say why these are important to believers (A2). • Identify some ways Muslims celebrate Eid-ul-Fitr (A1). • Re-tell stories connected with Eid-ul-Fitr and say why these are important to believers (A2). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). • Identify some similarities and differences between the celebrations studied throughout the unit in T1 and T2 (B3). • Suggest meanings for the symbol of light to Muslims (A3). 	<ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Make links between what the Holy Qur'an says and how Muslims behave (A2). • Ask some questions about God that are hard to answer and offer some ideas of their own (C1). 	
Commentary (Why are we teaching what we are teaching and in the order we are teaching it?)	Taught as the first unit to build on the learning of Christian and Muslim faiths introduced in EYFS. The unit builds on F6.	Positioned for timing of the festivals and celebrations of Diwali and Christmas. An opportunity to study two different religions early in the year. The unit is split with T2 to develop an awareness of the importance of religious calendars and to teach the unit at the appropriate time of the year to enhance learning and understanding. The unit builds on F4.	Taught before unit 1.2 to build on previous learning about Christians and to develop responses having had 2 previous units learning key knowledge about beliefs of Christians. The teaching here allows for the development of recognising diversity within Christian beliefs.	Positioned for timing of the festivals and celebrations of Easter and Eid at the end of Ramadan. An opportunity to continue the study of two religions throughout the year. The unit is split with T2 to develop an awareness of the importance of religious calendars and to teach the unit at the appropriate time of the year to enhance learning and understanding. The unit allows children to have developed over time an understanding of two religions and their similarities and differences in their celebrations.	Taught in Term 3 to build on previous learning over the year on the Muslim faith. Children should be better placed by the final term to recognise diversity within Muslim beliefs. Repeated objective from YB to identify objects used in religion to embed learning. The unit builds comparisons with learning in T2 on unit 1.1.	

Year B Units: NY Agreed Syllabus 2024-2029	1.4 What can we learn from sacred books? (Bible and Quran. Christian and Muslim)	1.7 What does it mean to belong to a faith community? (Christian and Muslim ceremonies)	1.5 What makes some places sacred?
Key Learning Objectives	<ul style="list-style-type: none"> Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from the Muslim faith; suggest the meaning of these stories (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Make links between the messages within sacred texts and the way people live (A2). 	<ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them (B2). Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Respond to examples of co-operation between different people (C2) Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). 	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a church (B1). Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).
Commentary (Why are we teaching what we are teaching and in the order we are teaching it?)	<p>Taught as the first unit to build on the learning of Christian and Muslim faiths introduced in EYFS. It builds on the unit F1. Builds on the theme of good and bad taught in YA so the theme runs through each year of the KS1 curriculum.</p>	<p>It builds on the EYFS F5 unit and the sense of belonging. Unit leads in well to unit 1.5 taught in Term 3 and the importance of places for communities to come together.</p>	<p>Repeated objective from YA to identify objects used in religion to embed learning. It builds on unit F3.</p>
Enhancing the Curriculum (Visits/Visitors/Experiences)	<p>Muslim faith visitor focus on the importance of the Quran.</p> <p>St Mary's Church Christmas visit – themed session by Rev and church volunteers on advent, the Christmas story...Opportunity for KS2 children to ask Christians in their community about why the festival of Christmas is important to them. (A good opportunity for children to see firsthand the diversity amongst Christian believers.) School Service in Church – Celebrating the Christmas Story and its importance to Christians in our community.</p>	<p>Case Study Baptism</p>	<p>Church visit Mosque Virtual Tour</p>