Year 1

RE teaching and learning should enable pupils to…

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.

End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Subject Specific Links – English – studying religious stories and texts; discussing key questions; recording in a variety of ways; Arts – Expressing responses to different stimulus creatively; History /Geography – understanding historical/geographical and cultural factors

Enrichment/Personal development – Range of quality wider opportunities; Trips to different localities eg London, York, Scarborough; Use a range of social skills

SMSC/ Cultural Capital – Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect; investigate moral and ethical issues; offer reasoning views; appreciate cultural influences; participate in culture opportunities; understand, accept respect and celebrate diversity and protected characteristics

Careers – Ordained church minister, religious leader, place of worship staff, Church historians

British Values – Individual liberty, Mutual respect and Tolerance

Equality – As new concepts and views are introduced, provide support to ensure equal access and inclusion for all

Independence – Promote independent thinking and discussion skills ; Self-belief, motivation, self-control, coping skills, resilience, persistence and resolving conflict developed throughout school life

Community – Range of Visits and visitors to enhance learning; Appreciate diverse viewpoints; Participate in the local community

Outdoor learning – Forest School, Reflection Spaces, Outdoor collective worship space

Year 1 - RE **Autumn Term**

Unit: 1.1 Who is a Christian and what do they believe?

Prior Learning: Bible stories told in collective worship, EYFS units

Key Essential Skills and knowledge:

BELIEVING - Theological lens

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).

LIVING - Philosophical Lens

Talk about issues of good and bad, right and wrong arising from the stories (C3).

Ask some questions about believing in God and offer some ideas of their own (C1).

- Share what the stories about Jesus say about good, bad, right and wrong
- Talk about issues of good and bad, right and wrong related to the stories
- Ask some questions about believing in God
- Explain some ideas of my own about God
- Describe simply some Christian beliefs about God
- Describe simply some Christian beliefs about Jesus
- Retell a story that shows what Christians believe about God
- Share what a story about God might mean

Sticky Knowledge:

- Christians believe in one God, the Father, and they believe that Jesus is God, the Son.
- Jesus came as a human baby (Christmas), died (Good Friday) and rose again (Easter Sunday).
- The Holy Spirit was sent by Jesus before He went back to Heaven, to be our helper
- Christians use the Bible as their sacred book and they read lots of stories from it.
- Christians sing songs to worship God.
- They pray to God, usually saying 'Thank you,' 'sorry' and 'please.

Vocabulary:

Christian, Bible, Church, Jesus, God, Parable, Miracle, Love, Caring, Prayer, Thank you, Sorry, Please, Sin, Heaven, Lord's Prayer, The Trinity (God the Father, Jesus the Son, the Holy Spirit)

Sequence:

- Who is a Christian and what do they believe
- What do Christians believe about God?
- What does the Bible teach us about God?
- Why is Jesus important to Christians??
- What do the miracles of Jesus teach us about what is important to Christians?
- Why do Christians pray?
- Who is a Christian?

Thinking Deeper: Explore concepts further through provision areas within the classroom

Resources: North Yorkshire Syllabus and R.E planning units, NATRE Unit 10

Quality Texts: Children's bible, First Bible Stories by Margaret Mayo, Bible Stories for the Very Young by Sally Grindley, New Testament Tales by Bob Hartman, Old Testament Tales by Bob Hartman.

Other: See list at end of unit

Year 1 - RE **Spring Term**

Unit: 1.6 How and why do we celebrate special times and sacred places?

Prior Learning: Bible stories told in collective worship, EYFS units

Key Essential Skills and knowledge:

BELIEVING - Theological lens

Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).

Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).

EXPRESSING – Human/Social Science Lens

Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).

Identify similarities and differences between different religious and non-religious worldviews (B3).

LIVING - Philosophical Lens

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).

- Consider the importance and value of celebration and remembrance in children's own lives.
- Learn about festivals in Christianity, including Christmas, Easter, Harvest and
- Pentecost in Christianity: the stories and meanings associated with them. For example, from Easter: Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. Explore feelings of Jesus and disciples. Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc.
- Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).
- Explore the meaning and significance of Jewish rituals and practices during each festival.
- Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.
- Talk about what the stories and events means for the children themselves.

Sticky Knowledge:

- Christmas and Easter are important and special times for Christians.
- The Christmas and Easter stories are important to Christians and teach about Jesus.
- Christians have special traditions, songs and symbols to represent these times.

Vocabulary:

Christmas, God, Jesus, Christingle. (May also include words linked to traditions, Celebrate, Festival Decoration, Joy

Sequence:

- What do you celebrate and why? What stories do your family tell?
- What happened at Easter and how does it make people feel?
- How do Christians celebrate Easter?
- What matters most at Easter?
- Why do Jewish people tell the story of Passover (Pesach) every year?
- What do Muslims celebrate at Id-ul-Fitr?

Thinking Deeper: Explore concepts further through provision areas within the classroom

Resources: North Yorkshire Syllabus and R.E planning units

Quality Texts: Celebrate- Christian Festivals by Jan Thompson, Holidays and Festivals- Christmas Celebrations! Easter by Anita Ganeri, Celebrate Easter! (Wayland), The Easter Story by Brian Wildsmith, The Easter Story by Anita Ganeri

Other: See list at end of unit

Year 1 - RE **Summer Term**

Unit: 1.7 What does it mean to belong to a faith community?

Prior Learning: Bible stories told in collective worship, EYFS units

Key Essential Skills and knowledge:

BELIEVING - Theological Lens

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).
Identify two ways people show they belong to each other when they get married (A1).

LIVING - Philosophical Lens

Respond to examples of co-operation between different people (C2)

EXPRESSING – Human/Social Science Lens

Identify how believers express identity and belonging to a faith community (B2).

- Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them.
- Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience.
- Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean.
- Compare this with a welcoming ceremony from another religion e.g. Judaism: Brit Milah; Islam: Aqiqah.
- Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.
- Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).

Sticky Knowledge:

- A group of people is called a community and they work together for a common aim. • Christians and Jews have symbols that show their faith.
- Babies are baptised in church. Candles, doves and a font are important symbols.
- People get married and carry out rituals to show they are committed to each other.

Vocabulary:

Community, Baptism, Christening, Wedding, Bonfire Night, Charity, Symbols: e.g. Cross, Menorah, Belonging, Ceremony, Holy Water, Allahu Akbar, Chuppah, Hebrew

Sequence:

- Do we all belong to something?
- How do Christians show they belong?
- How do Muslims know that they belong?
- How do Jewish people show that they belong together as a community?
- How do Christians welcome a new baby? How do Muslims welcome a new baby?
- How do some people show they belong to one another?

Thinking Deeper: Explore concepts further through provision areas within the classroom

Resources: North Yorkshire Syllabus and R.E planning units
Quality Texts: This is my Faith- Christianity (Herbert's story).
Other: See list at end of unit