

RE Curriculum Overview

Year 1

Learning Outcomes KS1

Make sense of a range of religious and nonreligious beliefs

Identify the core beliefs and concepts studied and give a simple description of what they mean.

Give examples of how stories show what people believe (e.g. the meaning behind a festival).

Give clear, simple accounts of what stories and other texts mean to believers.

Understand the impact and significance of religious and nonreligious beliefs

Give examples of how people use stories, texts and teachings to guide their beliefs and actions.

Give examples of ways in which believers put their beliefs into action.

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied

Think, talk and ask questions about whether the ideas they have been studying have something to say to them.

Give a good reason for the views they have and the connections they make.

Term	Theme	What I will know and remember	Vocabulary	Key texts/stories
1	1.10 What does it mean to belong to a faith community?	<p>I can recognise that loving others is important in lots of communities.</p> <p>I can say simply what Jesus and one other religious leader taught about loving other people.</p> <p>I can give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.</p> <p>I can identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</p> <p>I can give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</p>	<p>Community</p> <p>Muhammad</p> <p>Shabbat</p> <p>Allah</p> <p>Ichthus</p> <p>Faith</p> <p>Baptism</p> <p>Agigah</p> <p>Parable</p> <p>Wedding</p>	<p>The Lost Coin (Luke 15:8-10: www.biblegateway.com</p>

		I can talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.		
<u>Working towards</u>		<u>End of unit assessment</u> <u>Working at</u>		<u>Working above</u>
2	1.1 What do Christians believe God is like?	<p>I can identify what a parable is.</p> <p>I can tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</p> <p>I can give clear, simple accounts of what the story means to Christians.</p> <p>I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others).</p> <p>I can give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God).</p> <p>I can think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>I can give a reason for the ideas I have and the connections they make.</p>	<p>Forgiving</p> <p>Prodigal</p> <p>Worship</p> <p>Nineveh</p> <p>Loving</p> <p>Father</p> <p>Parable</p> <p>Jonah</p> <p>God</p> <p>Holy</p>	<p>Lost Son (Luke 15:1-2, 11-32).</p> <p>The story of Jonah</p>
<u>Working towards</u>		<u>End of unit assessment</u> <u>Working at</u>		<u>Working above</u>
3&4	1.7 Who is Jewish and how do they live?	<p>I can recognise the words of the Shema as a Jewish prayer.</p> <p>I can re-tell simply some stories used in Jewish celebrations (e.g. Chanukah).</p> <p>I can give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p>	<p>Synagogue</p> <p>Torah</p> <p>Jewish</p> <p>Mezuzah</p>	<p>Shabbat Shalom:</p> <p>http://artlevin.com/product/shabbat-shalom/</p>

		<p>I can give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).</p> <p>I can make links between Jewish ideas of God found in the stories and how people live</p> <p>I can give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</p> <p>I can talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.</p> <p>I can give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Shabbat Shema God Chanukah Dreidel Star of David</p>	<p>Family preparing for Shabbat: www.bbc.co.uk/education/clips/zs2hyrd</p> <p>Friday night in a Jewish household: www.bbc.co.uk/education/clips/z3hyr82</p> <p>Shabbat in the synagogue: www.bbc.co.uk/education/clips/zcfgkqt</p> <p>Shabbat: www.bbc.co.uk/programmes/p02mx9mx</p>
<p>End of unit assessment</p>				
<u>Working towards</u>		<u>Working at</u>	<u>Working above</u>	
5	1.2 Who do Christians say made the world?	<p>I can retell the story of creation from Genesis 1:1-2.3 simply.</p> <p>I can recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>I can say what the story tells Christians about God, Creation and the world.</p> <p>I can give at least one example of what Christians do to say thank you to God for Creation.</p> <p>I can think, talk and ask questions about living in an amazing world.</p> <p>I can give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.</p>	<p>Creation World Belief Thank Harvest God Believe Bible</p>	<p>The Creation Story: Genesis 1:1-2.3</p>

			Genesis Praise	
<u>End of unit assessment</u>				
<u>Working towards</u>		<u>Working at</u>	<u>Working above</u>	
6	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)	<p>I can identify a story or text that says something about each person being unique and valuable.</p> <p>I can give an example of a key belief some people find in one of these stories (e.g. that God loves all people).</p> <p>I can give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p> <p>I can give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>I can give examples of how Christians and Jews can show care for the natural earth.</p> <p>I can say why Christians and Jews might look after the natural world.</p> <p>I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</p> <p>I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>Community</p> <p>World</p> <p>Psalm</p> <p>Stewardship</p> <p>Love</p> <p>Genesis</p> <p>Religious</p> <p>Non - religious</p> <p>Christian</p> <p>Jews</p>	<p>Jesus' special friends (Luke 5:1-11), four friends take the paralysed man to Jesus (Luke 5:17-26)</p> <p>'The Good Samaritan' (Luke 10: 25-37)</p> <p>Jewish story of Ruth and Naomi (Ruth 1-4).</p> <p>People bringing children to Jesus: Mark 10 v13-15.</p> <p>www.psalmsforkids.com/psalm-8/</p>
<u>End of unit assessment</u>				
<u>Working towards</u>		<u>Working at</u>	<u>Working above</u>	

