

YEAR 1 RELIGIOUS EDUCATION CURRICULUM FRAMEWORK



Agreed Syllabus Requirements at Key Stage 1

Pupils should have the opportunity to:

- Explore key questions through conceptual enquiry into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious world views as appropriate. Teachers should take the pupils' own background, experiences and questions into consideration.
- Learn about different beliefs about God and the world around them.
- Encounter and respond to a range of stories, artefacts and other religious materials.
- Learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary.
- Begin to understand the importance and value of religion and belief, especially for other children and their families.
- Ask relevant questions and develop a sense of wonder about the world using their imaginations.
- Talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
<p>Does God want Christians to look after the world? Humanism Link: How did the world begin?</p>	<p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p>Was it always easy for Jesus to show friendship</p>
<p>Key Concepts: God/Creation</p>	<p>Key Concepts: Incarnation</p>	<p>Key Concepts: Incarnation</p>
<p>Learning Objective: to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment</p> <p>Syllabus Questions addressed:</p> <ul style="list-style-type: none"> • Does the world belong to God? • Should people take care of the world? <p>Learning Objective: that some people think science can explain how the world got here. They don't think there is a God who created it.</p>	<p>Learning Objective: to reflect on the Christmas story and decide what gifts would be meaningful for Jesus</p> <p>Syllabus Questions addressed:</p> <ul style="list-style-type: none"> • Does better symbols better than words at expressing religious beliefs? 	<p>Learning Objective: to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult</p> <p>Syllabus Questions addressed:</p> <ul style="list-style-type: none"> • What can I learn from religious traditions? • Should people follow religious leaders and teachings?

	Possible visits: Christingle Service at St Mary's Church	Possible visits:
SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
Key Concepts: Salvation	Key Theme: Shabbat	Key Theme: Rosh Hashanah and Yom Kippur
Learning Objective: to know that Jesus is special to Christians and how his welcome on Palm Sunday shows this Syllabus Questions addressed: <ul style="list-style-type: none"> • What can I learn from stories from religious traditions? • Are symbols better than words at expressing religious beliefs? 	Learning Objective: to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them Syllabus Questions addressed: <ul style="list-style-type: none"> • Are religious celebrities important to people? 	Learning Objective: to empathise with Jewish children by understanding what at Rosh Hashanah and Yom Kippur mean to them Syllabus Questions addressed: <ul style="list-style-type: none"> • Are religious celebrities important to people? • Are symbols better than words at expressing religious beliefs?
Possible visits: Easter Service at St Mary's Church	Possible visits:	Possible visits: Visit to Synagogue End of Year Service at St Mary's Church

KEY STAGE 1 KNOWLEDGE, SKILLS AND UNDERSTANDING

<u>Enquiry about the Nature of religion & belief</u> <ul style="list-style-type: none"> • Talk about signs and symbols that are important to them and other people • Talk about the importance of story and the questions that stories raise • Ask their own questions about God, special people, places and occasions • Show respect for different beliefs and opinions • Use appropriate examples to support their ideas and opinions 	<u>Knowledge and Understanding of Christianity</u> <ul style="list-style-type: none"> • Recall and recognise the important stories of Christianity – Creation, Christmas & Easter • Recall key Christian beliefs about Jesus and some of the stories he told • Say something about how and why Christians care for the world • Say something about how Christians demonstrate their relationship with God e.g. through baptism and celebrations • Use appropriate examples to support their ideas and opinions 	<u>Knowledge and Understanding of Judaism</u> <ul style="list-style-type: none"> • Recall stories about key figures from Judaism – Moses & Abraham etc. • Say how stories are an inspiration for Jews • Recall the key features of the synagogue, Shabbat and one other festival (Sukkot or Rosh Hashanah) • Say something about how and why Jewish people care for the world • Use appropriate examples to support their ideas and opinions
Learning about religion Pupils should be enabled to:		Learning from religion Pupils should be enabled to:

- explore a range of religious stories and sacred writings and talk about their meanings;
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses;
- identify and suggest meanings for religious symbols and begin to use a range of religious words.

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness;
- ask and respond imaginatively to puzzling questions, communicating their ideas;
- identify what matters to them and others, including those with religious commitments, and communicate their responses;
- reflect on how spiritual and moral values relate to their own behaviour;
- recognise that religious teachings and ideas make a difference to individuals, families and the local community