





Year: 1/2      Subject: RE PoS: Christianity – God		Topic Question: <i>Does how we treat the world matter?</i>	Term - Autumn One	Curriculum – B
<b>Prior Knowledge</b> <ul style="list-style-type: none"><li>• explored the Christians belief that God is like a good father.</li><li>• thought about ‘Why might Christians compare God to a loving parent?’</li><li>• considered how and why Christians might want to talk to God (prayer)</li><li>• looked at words, rituals and items used in Christian prayer and suggested why these might be done/used.</li></ul>		<b>Key Vocabulary</b> <ul style="list-style-type: none"><li>• Genesis</li><li>• Hymn</li><li>• Creation</li><li>• Harvest</li></ul>	<b>Outcome</b> Create a collage.	
<b>Future Learning</b> <ul style="list-style-type: none"><li>• know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</li><li>• identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)</li><li>• suggest why these prophets chose to listen to and follow God</li><li>• identify Christians who might be described as people who listened to and followed God</li><li>• describe how and why some Christians might devote their lives to serving God</li><li>• talk about what is meant by a sense of vocation</li><li>• identify inspirational people/role models for the world today</li><li>• describe the qualities that inspirational people might have</li><li>• discuss who makes a good role model and why</li><li>• raise and discuss questions about following others – including both positive and negative responses</li></ul>		<b>Stimulus</b> Links with local church to find out about Christian groups – CAFOD, Christian Aid, and A Rocha.	<b>Life Appreciations, Understandings and Events</b> Creation, Care for the planet Harvest	
<b>Subject Specific – God</b>		Key Knowledge		Possible evidence
<b>Beliefs and values:</b> <ul style="list-style-type: none"><li>• retell (simply) the Genesis 1 story of creation.</li><li>• suggest why Christians might think it is important to look after the world.</li></ul> <b>Living religious traditions:</b> <ul style="list-style-type: none"><li>• suggest ways that Christians might express their concern for the natural world.</li><li>• describe how and why Christians might thank God for creation at Harvest festivals.</li></ul> <b>Shared human experience:</b> <ul style="list-style-type: none"><li>• identify ways in which humans use (and abuse) the natural world.</li><li>• understand why our planet should matter to all humans – and how this should influence our behaviour.</li></ul> <b>Search for personal meaning:</b> <ul style="list-style-type: none"><li>• reflect on their own use of the world’s resources.</li><li>• ask questions about what they can do to show that they care about the world.</li></ul>		In this unit, pupils will look at Christian beliefs about God as creator and sustainer and consider how these beliefs might influence Christian attitudes towards the planet. They should be able to retell the creation account in Genesis 1. Discussions might extend thinking by considering different ways that this story might be interpreted (as literal truth or as a myth containing religious messages). They will explore how Christians might express their beliefs and values through acts of stewardship and/or through harvest festivities. Pupils should also discuss their own ideas and values regarding the importance of caring for the planet. They should consider this as a human value, not just a religious one. This is an opportunity to discuss their own concerns about environmental issues and what they can do to make a difference.		Lancashire Syllabus 2021  Christian people believe God created the world. Create a class frieze of pictures retelling the creation story. In response to the story, talk about why Christians might believe that they should look after the world  Christian people believe people should care for the world and the environment. Talk about their own hopes and concerns for the natural world. Discuss how individual actions can make a difference (eg. reduce, reuse, recycle). Create a class pledge of things they will do to show that the world matters to them.  At harvest time Christian people celebrate the Earth and what it gives them. Create a collage of images of the good aspects of creation, with words to describe feelings of gratitude, awe and wonder


Year: 1/2      Subject: RE		Topic Question: <i>Why do Christians say Jesus is the ‘light of the world’?</i>		Term – Autumn Two	Curriculum - B
PoS: Christianity – Jesus					
<b>Prior Knowledge</b> <ul style="list-style-type: none"><li>• know why Christians believe that Jesus was a special baby and a sign of God’s love for humanity.</li><li>• able to recall a simple version of the nativity story.</li><li>• be able to suggest why Christmas is special for Christians, identifying it as a religious festival.</li><li>• look at how religious beliefs link with practices. Children should know why Christian communities often put on nativity plays at Christmas.</li></ul>		<b>Key Vocabulary</b> <ul style="list-style-type: none"><li>• Christingle</li><li>• Advent</li></ul>		<b>Outcome</b> Create a poster, poem or writing.	
<b>Future Learning</b> <ul style="list-style-type: none"><li>• know what is meant by discipleship</li><li>• know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus</li><li>• identify beliefs and values within religious teachings (eg. ‘Follow me and I will make you fishers of men’ – Matt 4:19)</li><li>• describe how and why Christians might try to follow the example of Jesus through mission and charity work</li><li>• describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</li><li>• talk about what it means to have charisma</li><li>• describe what makes a good leader and why people might want to follow him/her</li><li>• discuss what motivates people to want to make a difference</li><li>• reflect on their own leadership abilities</li><li>• discuss their own desires to make a difference in the world/in their communities</li></ul>		<b>Stimulus</b> Advent resources – calendar, services, Christingle.  <b>First hand experiences (enrichment)</b> Interview or email a Christian.		<b>Life Appreciations, Understandings and Events</b> Jesus as the light of the world, symbolism of light Advent and Christmas	
<b>Subject Specific – Jesus</b>		Key Knowledge		Possible evidence	
<b>Beliefs and values:</b> <ul style="list-style-type: none"><li>• suggest what Christians might mean when they refer to Jesus as ‘the Light of the world’</li><li>• talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God</li></ul> <b>Living religious traditions:</b> <ul style="list-style-type: none"><li>• identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) – and the symbolic meaning</li><li>• talk about the different ways that Christians might celebrate Christmas</li></ul> <b>Shared human experience:</b> <ul style="list-style-type: none"><li>• identify different ways that humans use light</li><li>• discuss the importance of light – as a source of comfort, security and hope</li><li>• talk about how and why light might be an important symbol</li></ul> <b>Search for personal meaning:</b> <ul style="list-style-type: none"><li>• ask questions about the value of sources of light in their own lives</li><li>• talk about the people who provide comfort, security and hope for them</li><li>• suggest ways in which they might be a light for others</li></ul>		This unit enables pupils to explore the use of light to and how it might be used in religious communities to indicate the presence of God and as a description for Jesus as God incarnate. Pupils should be able to make links between the imagery and symbolism of light in the Christian context and significant events in their own lives. This unit should build on the Y1 unit ‘Why is Jesus special to Christians?’ – Pupils should be encouraged to recall information about why the birth of Jesus is important to Christians and why Jesus is seen as a gift to the world.		Lancashire Syllabus 2021  The special book for Christians is the Bible.  The Gospels are accounts of Jesus’ life.  Christians use light in Church to help remind them that Jesus is their light. Brainstorm good qualities that the class consider are worth following. Record the ideas as posters, poems, writing.  Christians try to use Jesus’s light to be better people. Focus on a lighted candle. Can they think of a time when they brought light to a situation? How?	

Year: 1/2      Subject: RE		Topic Question: <i>How might people express their devotion?</i>	Term – Spring One	Curriculum – B
PoS: Hindu Dharma				
<b>Prior Knowledge</b> <ul style="list-style-type: none"><li>• know that Hinduism teaches that there is one God who shown in many forms.</li><li>• explore the Hindu idea that God is present in all living things.</li><li>• investigate the use of murtis in Hindu worship</li><li>• explore how symbolism, imagery and stories are used to teach beliefs about the deities.</li></ul>		<b>Key Vocabulary</b> <ul style="list-style-type: none"><li>• Mandir</li><li>• Shrine</li><li>• Worship</li><li>• Deity</li></ul>	<b>Outcome</b> Create an area in the classroom to put special objects.	
<b>Future Learning</b> <ul style="list-style-type: none"><li>• develop an understanding of the importance of duty and commitment to many religions</li><li>• know that following dharma (religious duty) is an important part of Hindu life</li><li>• suggest the impact of belief in dharma, particularly the belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family</li><li>• describe how and why Hindus might celebrate Raksha Bandhan</li><li>• identify aspects of the celebration which remind Hindus of their dharma</li><li>• identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)</li><li>• identify sources of authority and inspiration</li><li>• consider what our ‘duties’ as human beings are</li><li>• reflect on their own duties – to themselves, to their families, to their communities</li><li>• discuss who or what they follow – and why</li></ul>		<b>First hand experiences (enrichment)</b> Invite a Hindu or visit a Mandir.	<b>Life Appreciations, Understandings and Events</b> Devotion	
<b>Subject Specific – Hindu Dharma</b> <b>Beliefs and values:</b> <ul style="list-style-type: none"><li>• know that Hindus believe in one God (Brahman) who can be worshipped in many forms</li><li>• know that these forms (the deities) have different qualities and are portrayed in different ways</li><li>• suggest why Hindus might believe that it is important to show devotion to the deities</li></ul> <b>Living religious traditions:</b> <ul style="list-style-type: none"><li>• know that Hindus might worship at a Mandir and/or the home shrine</li><li>• suggest why worship in the home might be important</li><li>• describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)</li></ul> <b>Shared human experience:</b> <ul style="list-style-type: none"><li>• talk about qualities that make some people special</li><li>• identify ways in which humans show their gratitude to the people who matter in their lives</li></ul> <b>Search for personal meaning:</b> <ul style="list-style-type: none"><li>• talk about who is special to them and why</li><li>• reflect on who they should be grateful to and how they might show this in words and actions</li></ul>		<b>Key Knowledge</b>  This unit enables pupils to explore the purpose of and some of the practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship. Opportunities are provided for pupils to investigate ways that Hindus might express their devotion to God through worshipping the deities. They should know that Hindus believe in one God with many forms and so whichever deity is worshipped, it is ultimately a way of worshipping God. They should have opportunities to discuss the concept of being devoted to something/someone – and the various ways in which human beings might show their devotion through clothing, special words or songs, rituals and actions.	<b>Possible evidence</b>  Lancashire Syllabus 2021  Hindu people worship in a <b>Mandir</b> or at home.  Hindu people have a <b>shrine</b> at home to use for <b>worship</b> . Identify a special event or person, e.g. Mother’s Day, Celebration Assembly. Discuss how the occasion or person is made to feel special. Brainstorm ways that children show parents or close friends that they are special and valued, e.g. hugs, giving compliments, asking for help. Ask the children to think about what is special to them. Create an area in the classroom to put special objects from home or paint pictures of them. Encourage children to give reasons for their choices.	

Year: 1/2		Subject: RE		Topic Question: Why do Muslims believe it is important to obey God?		Term – Spring Two		Curriculum – B			
<b>Prior Knowledge</b> <ul style="list-style-type: none"><li>• know that Muslims believe in one God (Allah – ‘the One’)</li><li>• should know that Muslims believe the world was created by God (Allah)</li><li>• suggest how Muslims might show respect for God by caring for the natural world.</li><li>• know that Islam teaches that humans have a special role to be caretakers of the planet.</li></ul>					<b>Key Vocabulary</b> <ul style="list-style-type: none"><li>• Allah</li><li>• Pbuh</li><li>• Prophet</li></ul>			<b>Outcome</b> Reflection on their own life.			
<b>Future Learning</b> <ul style="list-style-type: none"><li>• develop and understanding of the importance of founders and leaders for religious communities</li><li>• identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)</li><li>• describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)</li><li>• describe and give reasons for the Islamic practice of Zakah</li><li>• suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable</li><li>• identify characteristics of a good role model</li><li>• discuss how good role models can have a positive impact on individuals, communities and societies</li><li>• reflect on their own aspirations for themselves and others</li><li>• ask questions and suggest answers about how they can try to make the world a better place</li></ul>					<b>First hand experiences (enrichment)</b> Visit a mosque or invite a Muslim into the class to demonstrate prayer positions and talk about the importance of prayer in Islam.			<b>Life Appreciations, Understandings and Events</b> Submission and gratitude, prayer			
<b>Subject Specific – Islam</b> <b>Beliefs and values:</b> <ul style="list-style-type: none"><li>• suggest why Muslims believe that it is important to respect God</li><li>• talk about why Muslims would want to show their gratitude to God</li><li>• know that submission to God is an important aspect of Islamic life</li></ul> <b>Living religious traditions:</b> <ul style="list-style-type: none"><li>• identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis</li><li>• describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat</li><li>• suggest how making time for the five daily prayers is an act of submission</li></ul> <b>Shared human experience:</b> <ul style="list-style-type: none"><li>• talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer)</li><li>• identify ways in which humans show their gratitude</li></ul> <b>Search for personal meaning:</b> <ul style="list-style-type: none"><li>• talk about the things they do on a regular basis as a sign of their commitment and belonging</li><li>• reflect on who they should be grateful to and how they show this</li></ul>					<b>Key Knowledge</b>  In this unit pupils will examine Islamic beliefs and practices linked to prayer. Opportunities are provided for pupils to explore the significance of prayer as one of the Five Pillars of Islam and to consider the purpose of prayer for religious people. Within this, they will discuss the importance of rituals and how these might unite communities and give a sense of order, security and belonging to individuals. Children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends. Making time is a way of showing that we are thankful to have these people in our lives.			<b>Possible evidence</b>  Lancashire Syllabus 2021  Think about the routines that people might have - the things we do every day. Ask pupils to give examples of their own special routines – daily and weekly routines. Are there any places that they visit at the same time each week? Talk about the routines that exit within the school/classroom and how these are helpful to the school community and individuals look at pictures of a range of people demonstrating their commitment (an athlete rehearsing, a person collecting for charity, someone rehearsing a play, a rainbow/cub scout meeting, a child visiting grandparents). Ask children to share examples of things that they do on a regular basis as a sign of their commitment and belonging. Ask pupils to reflect on what really matters in their life. Share ideas with their partners and see what similarities and differences they have.			

Year: 1/2      Subject: RE		Topic Question: <i>What unites the Christian community?</i>		Term – Summer One	Curriculum – B
PoS: Christianity – Church					
<b>Prior Knowledge</b> <ul style="list-style-type: none"><li>• learn about the Christian belief that the Church community is like a family</li><li>• consider why it might be important to welcome new members into the Church family</li><li>• learn about the Christian tradition of infant baptism and why parents might want their child to be baptised</li><li>• investigate features of a baptism service, including any symbolic aspects.</li></ul>			<b>Key Vocabulary</b> <ul style="list-style-type: none"><li>• Font</li><li>• Altar</li><li>• Stained glass windows</li><li>• Pulpit</li></ul>		<b>Outcome</b> Design/build a model church.
<b>Future Learning</b> <ul style="list-style-type: none"><li>• know what Christians mean by the Holy Spirit</li><li>• suggest how belief in the Holy Spirit as God’s presence in the world might have an impact on individuals and communities</li><li>• identify Christian values exemplified in the gifts of the Spirit</li><li>• identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</li><li>• describe how and why Pentecost is celebrated</li><li>• describe why some Christians might take part in a procession of witness</li><li>• describe aspects of being human that we should be proud of</li><li>• discuss what it means to be a successful human – and the different measures of success that might be applied</li><li>• discuss their own sense of value and what is good/unique about being them</li><li>• reflect on the people that they value in their lives – and how they show their appreciation</li></ul>			<b>First hand experiences (enrichment)</b> Visit local church – investigate the interior and how parts are used during worship. Look at the church noticeboard. What else is the church used for other than worship? How and why a church might serve the local community.		<b>Life Appreciations, Understandings and Events</b> Worship, the church, use of symbols
<b>Subject Specific - Church</b> <b>Beliefs and values:</b> <ul style="list-style-type: none"><li>• suggest beliefs and values that might unite the Christian community</li><li>• talk about why some Christians might think it is important to come together to worship God</li></ul> <b>Living religious traditions:</b> <ul style="list-style-type: none"><li>• identify symbols (images and actions) used in Christian worship</li><li>• talk about how and why symbols might be used in Christianity</li><li>• identify and describe features of a church</li></ul> <b>Shared human experience:</b> <ul style="list-style-type: none"><li>• identify signs and symbols in the world around them</li><li>• talk about the school logo – what values it might represent and how it might unite the school community</li></ul> <b>Search for personal meaning:</b> <ul style="list-style-type: none"><li>• ask thoughtful questions about signs and symbols</li><li>• talk about communities that they belong to – and how they show their commitment to these communities</li></ul>		<b>Key Knowledge</b>  In this unit, children should explore the core beliefs and symbols of Christianity. They should know that belief in one God and Jesus Christ unite the Christian community and that the cross is an important Christian symbol. This should build on their previous learning about symbolism contained in the idea of Jesus as ‘the light of the world’. They should learn about the importance of the church as a place to bring together the community for worship and Christian fellowship. Children should be able to talk about key aspects of worship such as prayer, use of music and readings from the Bible. Children should also have opportunities to consider why people might want to be part of a community and the shared values and interests that bring people together. They should be able to talk about communities that they belong to and what unites them with others.		<b>Possible evidence</b>  Lancashire Syllabus 2021  Investigate our school logo or another emblem relevant to our local community. What is the meaning of this image? Does it reflect the values of the community?  Lots of churches are made in the shape of a cross. Lots of churches have a bell tower that has bells ringing at different times. Children design/build a model church and present it to the class.	



Year: 1/2      Subject: RE		Topic Question: <i>What aspects of life really matter?</i>	Term – Summer Two	Curriculum – B
PoS: Judaism				
<b>Prior Knowledge</b> <ul style="list-style-type: none"><li>• know that Jewish people believe that they can put their trust in God</li><li>• explore how people such as Noah and Abraham put their trust in God</li><li>• learn about the festival of Sukkot and how this is a time when Jews thank God for looking after them</li><li>• think about how celebrations might be a way to remind people of important events and beliefs - for Jewish people are a reminder to trust in God</li></ul>		<b>Key Vocabulary</b> <ul style="list-style-type: none"><li>• Ten Commandments</li><li>• Sabbath Day</li></ul>	<b>Outcome</b> Create an invitation.	
<b>Future Learning – Y5</b> <ul style="list-style-type: none"><li>• make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers</li><li>• explain the impact of Jewish beliefs and values – including reasons for diversity</li><li>• explain differing forms of expression within the context of Jewish worship.</li><li>• describe diversity of religious practices and lifestyle within t</li><li>• interpret the deeper meaning of symbolism – contained in stories, images and actions</li><li>• explain (with appropriate examples) where people might seek wisdom and guidance</li><li>• consider the role of rules and guidance in uniting communities</li><li>• discuss and debate the sources of guidance available to them</li><li>• consider the value of differing sources of guidance</li></ul>		<b>Stimulus</b> Create a Sabbath plate with items traditionally eaten.	<b>Life Appreciations, Understandings and Events</b> Moses, The Commandments, the Sabbath	
<b>Subject Specific – Judaism</b> <b>Beliefs and values:</b> <ul style="list-style-type: none"><li>• retell the story of Moses being given the Ten Commandments</li><li>• know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father</li><li>• suggest ways in which the Ten Commandments might influence the life of a believer</li></ul> <b>Living religious traditions:</b> <ul style="list-style-type: none"><li>• talk about how keeping the Sabbath day holy might influence a Jewish person</li><li>• talk about how the Sabbath is a way of making time for God and family</li><li>• know about the Jewish tradition of Friday night dinner</li></ul> <b>Shared human experience:</b> <ul style="list-style-type: none"><li>• talk about why some people are particularly special to us</li><li>• suggest how and why it is important to make time for the people who really matter in our lives</li></ul> <b>Search for personal meaning:</b> <ul style="list-style-type: none"><li>• talk about the people who are special to them and identify the importance of these relationships in their lives</li><li>• give examples of why it is important to spend quality time with the people who matter</li></ul>		<b>Key Knowledge</b>  In this unit pupils will examine Jewish beliefs and practices linked to the Sabbath (Shabbat). Opportunities are provided for pupils to explore the significance of the Sabbath and why Jewish people keep the day holy. Within this, they will discuss the importance of holy days and how these might unite families and give time to spend together. Children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends. Making time is a way of showing that we are thankful to have these people in our lives. In Year 1 children will have learnt about Noah, and why he is important to Jewish People. In this unit children will build on that understanding by learning about other important Jewish figures.	<b>Possible evidence</b>  Lancashire Syllabus 2021  Discuss the symbolism of a burning bush and why God chose to appear in this form. What do the flames represent? Warmth, power etc. Ask the children to create flames with words written up them for a display. Discuss Moses’ trust in God and how he followed his instructions. Compare this to the Pharaoh’s response to Moses’ instructions. What happened as a consequence of the Pharaoh ignoring Moses? Ask two children to hot seat as Moses and Pharaoh. The rest of the class can ask the children questions about what their actions, and the reasons behind them.  Create a list of the 10 commandments as a class and discuss the order in which they are written. Talk about if the order is important and why. Discuss why ‘Keeping the Sabbath Holy’ is higher up than other serious crimes – hurting other people, theft etc.  When do you see the people who matter the most in your life? Is there a time when you see more of these people? Birthdays, celebrations, festivals or holy days? Why are these people so important to you? Children make a list of the people who are special to them and create an invitation to come to a special meal.	