

Year: 1/2 Subject: RE PoS: Christianity – God		Topic Question/Title: <i>Why do Christians say that God is a ‘Father’?</i>	 Term – Autumn One Curriculum - A
Prior Knowledge - Christians believe that they should look after the world and thank God for creation. - Christians believe that God told people to look after the world. - Christians and Jews share a story which tells them that God created the world. - Christians and Jews actively look after the environment and promote the care of God’s world. - Christians and Jews should look after the world as a way of doing what God wants.		Key Vocabulary Daily bread, rosary beads and parable	Outcome Learn God the Father, prayer and the importance of prayer
Future Learning - retell (simply) the Genesis 1 story of creation - suggest why Christians might think it is important to look after the world - suggest ways that Christians might express their concern for the natural world - describe how and why Christians might thank God for creation at Harvest festivals - identify ways in which humans use (and abuse) the natural world - talk about why our planet should matter to all humans – and how this should influence our behaviour - reflect on their own use of the world’s resources - ask questions about what they can do to show that they care about the world		First hand experiences (enrichment) Visit to a church or a visit in school	Life Appreciations God the Father, prayer
Subject Specific – God Beliefs and values: - know that Christians refer to God as ‘Father’ - talk about why Christians might compare God to a loving parent Living religious traditions: - talk about how and why Christians might want to talk to God - suggest symbolic meanings of rituals and items used in Christian prayer Shared human experience: - talk about the importance of love in families - talk about they ways in which they are cared for and supported by family members Search for personal meaning: - reflect on their own role within the family - discuss who they can talk to when they are happy/sad/worried		Key Knowledge This unit enables pupils to explore Christian use of the term ‘father’ to address God, especially in prayer (Our Father...). In Hebrew, the term Abba best translates as ‘daddy’, suggesting a loving and personal relationships with God. Pupils should consider the importance of prayer in Christian life. They should reflect on the human need for loving relationships, comfort and someone to talk to – both in good times and bad	Possible evidence Christians refer to God as ‘Father’ Christians compare God to a loving parent Christians talk to God to; ask for things, be thankful for things or to ask for help Christians use images to focus on and rosary beads to help count prayers

Year: 1/2 Subject: RE PoS: Christianity: Jesus		Topic Question/Title: <i>Why is Jesus special to Christians?</i>	 Term - Autumn Two	Curriculum - A
<u>Prior Knowledge</u> - Know that Christians celebrate the birth of Jesus at Christmas. - In EYFS children learned about what Christians might do to celebrate Harvest and Christmas. - Christians try to follow the example of Jesus as read in the Bible.		<u>Key Vocabulary</u> Christmas, nativity, advent, church	<u>Outcome</u> The nativity story	
<u>Future Learning</u> - suggest what Christians might mean when they refer to Jesus as ‘the Light of the world’ - talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God - identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) – and the symbolic meaning - talk about the different ways that Christians might celebrate Christmas - identify different ways that humans use light - discuss the importance of light – as a source of comfort, security and hope - talk about how and why light might be an important symbol - ask questions about the value of sources of light in their own lives - talk about the people who provide comfort, security and hope for them - suggest ways in which they might be a light for others		<u>First hand experiences (enrichment)</u> A visit from an expectant or new mum	<u>Life Appreciations</u> Beliefs about Jesus as God incarnate, Christmas	
<u>Subject Specific – Jesus</u> Beliefs and values: - know a simple version of the nativity story - talk about why Christians would say that Jesus is a special baby - talk about how different characters in the nativity welcome the baby Jesus Living religious traditions: - identify religious aspects of Christmas celebrations - talk about why Christmas is a special time for Christians Shared human experience: - consider how and why babies might be special – and why they need love and care - talk about the importance of looking after those who cannot help themselves Search for personal meaning: - talk about their own beginnings and how they were welcomed into the family - reflect on who has helped them in life so far		Key Knowledge This unit gives children the opportunity to explore the Christmas nativity story and to gain an understanding of why Jesus is believed to be a special baby. They should begin to think about why Christmas is a special religious time for Christians (as opposed to simply a cultural tradition of exchanging gifts). The focus of Jesus as a ‘gift’ will introduce children to the concept of the incarnation. They should also consider how, when and why humans might be vulnerable and in need of help. They should particularly focus on the idea that some people might not be able to help themselves and why helping those in need might be an important shared human value.	Possible evidence The story of Jesus being born is the Nativity Christians believe Jesus is a special baby Christians believe Angels, Shepherds and Kings all came to welcome Jesus when he was born At Christmas Christians celebrate Jesus being born Cribs are used to show the scene of Jesus’s birth Cards and gifts are sent at Christmas	

Year: 1/2		Subject: RE		Topic Question: <i>How might beliefs about creations affect the way people treat the world?</i>		 Term - Spring One		Curriculum - A	
PoS: Islam									
Prior Knowledge • Know that Muslims believe that they should be grateful and thank God for all that is provided. • Children in EYFS would have learned that Muslims believe that Qur’an is holy because it is the word of Allah. • Muslims believe that the Qur’an directs them on how to live their lives. • The children should know that Muslims treat the Qur’an with great respect, and Muslims follow what is written in the Qur’an as it is the word of Allah. • The children should know that mosques are holy places for Muslims and that Muslims visit the mosque to listen to the word of Allah and worship. • Muslims believe Allah (God) created the world. • Muslims believe that Allah’s creation must be treated with care. • Muslims follow the example of the Prophet Mohammad and treat animals kindly. • Muslims follow the example of the Prophet Muhammad and treat the world with care.						Key Vocabulary Prophet		Outcome Painting of the natural world	
Future Learning • suggest why Muslims believe that it is important to respect God • talk about why Muslims would want to show their gratitude to God • know that submission to God is an important aspect of Islamic life • identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis • describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat • suggest how making time for the five daily prayers is an act of submission • 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) • identify ways in which humans show their gratitude • talk about the things they do on a regular basis as a sign of their commitment and belonging • reflect on who they should be grateful to and how they show this						First hand experiences (enrichment) Nature Walk Mr Arnfield to visit the class		Life Appreciations God as a creator, care for the planet	
Subject Specific – Church				Key Knowledge		Possible evidence			
Beliefs and values: • know that Muslims believe in one God (Allah) • know that Muslims believe the world was created by God • talk about why Muslims might value the natural world Living religious traditions: • know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet • suggest how Muslims might show respect for God by caring for the natural world Shared human experience: • talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it Search for personal meaning: • Reflect on how they treat the natural world – and if they have a duty to look after it				This unit enables pupils to examine the Muslim belief in Allah as creator. The focus is to encourage pupils to consider Allah’s role in creating and sustaining the world, and humankind’s response to Allah. Pupils should think about and reflect on their responsibility towards creation. They should begin to develop an understanding of how Muhammad (pbuh) is seen as a role model for Muslims and how the teachings of the Prophet might influence how and why a Muslim might care for the natural world. The experiences of the life of the prophet in this unit this should be explored through story. Pupils should have opportunities to discuss and demonstrate their understanding in a variety of ways. Pupils should also have opportunity to personally reflect on their own beliefs and values about the importance of caring for the natural world. They should consider their own responsibility and how they could actively contribute towards caring for the planet.		Muslims have many names for Allah. Two of them are Al-Khaliq the creator, Al-Musawwir the shaper.			

Year: 1/2 Subject: RE PoS: Judaism		Topic Question: <i>Why might some people put their trust in God?</i>	 Term - Spring Two	Curriculum - A
Prior Knowledge - Christians and Jews share a story which tells them that God created the world. - Christians and Jews actively look after the environment and promote the care of God's world. - Christians and Jews should look after the world as a way of doing what God wants.		Key Vocabulary Promise, Sukkot, ark, festival, rainbow	Outcome Class promise and/or a Sukkot celebration	
Future Learning - Children will explore Jewish beliefs and values about how to live in accordance with the Torah - Investigate the story of the Ten Commandments being given to Moses and consider how these might affect the life of a follower - Investigate the importance of the Jewish Sabbath. They should learn about how the Sabbath is observed and why it is important to many Jewish individuals and families - Think about why making time to devote to God and spending time with family might be an important part of religious life		First hand experiences (enrichment) Visit from Rainbow, Brownie or Guide Leader (Mrs Rawcliffe)	Life Appreciations God's promise, Noah, Abraham, trusting in God	
Subject Specific – Church Beliefs and values: - Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham) - Give an example of a core value or commitment (trusting that God will keep his promise) Living religious traditions: - Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival) - Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises) Shared human experience: - Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot) - Notice that for many people, trust is an important part of human life Search for personal meaning: - Ask questions (about the importance of trust and who they can trust/rely on in their own lives)		Key Knowledge In this unit, children will have the opportunity to explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed. They will learn about the story of Noah and the symbol of the rainbow as God's promise never to send a flood to destroy the world again. They will investigate the festival of Sukkot as an annual reminder to the Jewish community to be thankful to God for all he has done. Pupils will also have opportunities to talk about why promises and trust are an important aspect of human life. They will think about how we know whether or not people are trustworthy and reflect on their own values about the importance of being someone who is trusted by others.	Possible evidence Jewish people believe in one God. Jewish people believe God keeps promises. Jewish people believe that they need to trust in God. Jewish people celebrate Sukkot to remember the time the Jewish people spent in the desert.	

Year: 1/2 PoS: Hinduism		Subject: RE		Topic Question: <i>What do Hindus believe about God?</i>		 Term - Summer One		Curriculum - A	
Prior Knowledge - Hindus celebrate the story of Rama and Sita as the triumph of good over evil. - Children in EYFS will have learned about Hindus celebrating Diwali, and they should know that a Mandir is a holy place for a Hindu. - Hindus visit the mandir to worship and talk to God through the deities.						Key Vocabulary Wall, snake, spear, tree, rope, fan, Murtis, Brahma, Vishnu and Shiva		Outcome Design an item of clothing that they could wear to express all the different aspects of themselves.	
						Stimulus First hand experiences (enrichment) Visitors with different job roles.		Life Appreciations One God in many forms, God in all things expressing ideas about God.	
Future Learning Children will explore the purpose of and some of the practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship. Opportunities will be provided for pupils to investigate ways that Hindus might express their devotion to God through worshipping the deities. They will learn that Hindus believe in one God with many forms and so whichever deity is worshipped, it is ultimately a way of worshipping God. They will 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.									
Subject Specific – Church Beliefs and values: - know that Hindus believe in one God in many forms - know that Hindus believe that God is present in all living things - suggest what Hindus might learn about God from the story of the blind men and the elephant Living religious traditions: - talk about how and why Hindus might use statues and images (murtis) in their worship - suggest symbolic meanings expressed in the images Shared human experience: - talk about the different ways that people can be seen and described - consider how people might have multiple roles Search for personal meaning: - reflect on how others might see them - talk about the different roles that they might have (friend, child, brother/sister etc.)						Key Knowledge		Possible evidence	
						This unit gives children the opportunity to explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. This unit should build on their prior learning about the use of symbolism to express religious beliefs. Children should be able to talk about how images of the deities in Hinduism are a visual representation of beliefs about God. Children should also have opportunities to think about the complexity of identity and how people may be seen in different ways according to their role and relationship. There will be opportunities for children to develop self-awareness of their own identity and roles.		Hindus believe that Brahma is the creator of the universe and all knowledge. They believe that Brahma grew inside a lotus flower. Brahma is shown to have four heads. Vishnu is one of the three main gods in Hinduism. Vishnu protects the earth from being destroyed and keeps it going. Hindus believe that Vishnu has come to Earth in nine different ways. Vishnu's wife is Lakshmi, the Hindu goddess of fortune. Shiva is one of the three views of God in Hinduism. Shiva is known as the destroyer because he removes all evil from the World. One belief is that he swallowed poison in order to save the universe.	

Year: 1/2 Subject: RE		Topic Question: <i>How might some people show that they ‘belong’ to God?</i>		 Term - Summer Two		Curriculum - A
Prior Knowledge • In EYFS the children would have learned about why the stories of the Bible have special meaning for Christians. • Christians believe that the bible is holy. • Christians try to follow the example of Jesus as read in the Bible, and how stories from the Bible might guide Christians in how to live their lives. • Church is a holy place for Christians. • Christians visit the Church to talk to God and worship him as a Christian Family.			Key Vocabulary Font - A bowl that holds water used in baptism. Baptism - The way people are welcomed into the Christian church. Baptism Candle - A special candle given when a baby is baptized. Godparent - An adult who helps a child grow as a Christian. Symbols Community Belonging		Outcome Write invitations to invite other children from the school community to a Baptism.	
Future Learning • suggest beliefs and values that might unite the Christian community • talk about why some Christians might think it is important to come together to worship God • identify symbols (images and actions) used in Christian worship • talk about how and why symbols might be used in Christianity • identify and describe features of a church • identify signs and symbols in the world around them • talk about the school logo – what values it might represent and how it might unite the school community • ask thoughtful questions about signs and symbols • talk about communities that they belong to – and how they show their commitment to these communities			Stimulus Baptism objects – candle, photos of families, ointment. First hand experiences (enrichment) Church visit to see the font.		Life Appreciations Baptism, belonging	
Subject Specific – Church Beliefs and values: • know that some Christians welcome babies into the God’s family (the Church) with baptism ceremonies • talk about what it might mean to belong to the Church family Living religious traditions: • identify features of baptism – eg. the font, candles, godparents • talk about why parents might want to have their child baptised Shared human experience: • talk about what is means to belong to a family • talk about the role of families in raising children Search for personal meaning: • talk about their own identity as part of a family and part of the school community			Key Knowledge In this unit children will explore how the rite of baptism shows that Christians belong to Gods’ family - the Church. They will identify symbols, items and people linked to baptism and will reflect on why, in some Christian communities, parents choose to have their baby baptised. This will build on their prior learning about Christian belief in God the Father and how religious beliefs might be expressed through symbolic images and actions. The focus of the enquiry is on belonging, sharing and learning within the practice of baptism and in pupils’ lives.		Possible evidence Christians welcome babies into the church with a baptism. Babies are baptised in a font. Babies are given a baptism candle when they are baptized. Parents ask for babies to be baptized so that they can begin a relationship with God.	