

RE– Year 1

Content


Areas of study (Lincolnshire Agreed syllabus)	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ol style="list-style-type: none"> 1. Understanding Christianity – God 2. Understanding Christianity - Creation 3. Islam – God 4. Islam – Community 5. Places of Worship 	<ol style="list-style-type: none"> 1. Recognise and identify ways Christians show their belief in God 2. Describe the events of the Creation story and question about living in the modern world 3. Understand and discuss the significance of Allah and the Qur’an 4. Consider Muslim beliefs through celebrations 5. Compare and explain objects and features from within places of worship. 	<p style="text-align: center;"><u>Term 1</u></p> <p>story candle kind fair king prayer</p> <p style="text-align: center;"><u>Term 2</u></p> <p>Father humans universe world</p> <p style="text-align: center;"><u>Term 3</u></p> <p>religion universe world</p> <p style="text-align: center;"><u>Term 4</u></p> <p>sharing humans world</p> <p style="text-align: center;"><u>Term 5</u></p> <p>scroll candle prayer mat Synagogue Church</p>	<p style="text-align: center;"><u>Term 1</u></p> <p>Faith Praise</p> <p style="text-align: center;"><u>Term 2</u></p> <p>creator sustainer relationship</p> <p style="text-align: center;"><u>Term 3</u></p> <p>harmony (Muslim)</p> <p style="text-align: center;"><u>Term 4</u></p> <p>charity compassion</p> <p style="text-align: center;"><u>Term 5</u></p> <p>worship praise celebrate</p>	<p style="text-align: center;"><u>Term 1</u></p> <p>Bible God forgiveness parable</p> <p style="text-align: center;"><u>Term 2</u></p> <p>Bible God worship</p> <p style="text-align: center;"><u>Term 3</u></p> <p>Allah Shahada Imam Qur’an Muslim</p> <p style="text-align: center;"><u>Term 4</u></p> <p>zakat prophet Allah Qur’an</p> <p style="text-align: center;"><u>Term 5</u></p> <p>Torah yad tallit Bible</p>

		Mosque <p style="text-align: center;"><u>Term 6</u></p> prayer	<p style="text-align: center;"><u>Term 6</u></p> celebration festival worship praise	font altar Qur'an quibla minaret <p style="text-align: center;"><u>Term 6</u></p> Christians Christianity Bible Jews Judaism Torah Muslims Islam Qur'an
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Knowledge

Substantive Knowledge

Christianity (Terms 1 – 2) (God)
What do Christians believe is God like?
Lesson 1: To understand that Christians believe in God
 Christians believe in God, and that they find out about God in the Bible



read this story and develop the basic understanding of one God, Jesus was his son sent to save people from their mistakes and bad choices (sin)
Lesson 2: LO: To understand that Christians believe God is loving, kind, fair and forgiving.
 Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Explain that to Christians God is like a father.
 Watch the story of 'The lost Son' and explore how parents show their love and how we show love to our parents.
Lesson 3: LO: To identify stories that show Christian beliefs.
 Children need to be aware of old testament stories, shared by Jews, show what God is like.

Disciplinary Knowledge

Understanding believers
***Know how** to approach sources of authority from which people derive their beliefs.
***To interpret sources of authority**
 Begins to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).
 Begin to make a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).

Working as a community:
***Know ways** in which context affects ways of living
***To analyse** data that shows ways in which context affects ways of living
 Begin to identify that different people have different beliefs about the world around them.

Go to the Big Frieze in the hall. Take the children on a walk through using the big frieze support resource

Lesson 4: LO: To know the story of Noah's Ark

Read the story and children to re-order/retell/perform the story

Reflect on how God loves the Earth.

Lesson 5: LO: To know the story of Joseph.

Read the story and children to re-order/retell/perform the story

Lesson 6: To know the story of Daniel and the Lion's den

Read the story and children to create art work showing what happened in the story.

Express my feelings to a story.

Who made the world? (Holy Books)

Lesson 1: LO: To understand that Christians worship God and try to live in ways to please him.

Explore how we worship in Collective worship (prayer, songs, sharing stories and reflecting). Re-read the story from T1 lesson 1 and ask the children how they know Christians try to live in ways to please God from their learning last term/in Collective worship. (see working as a thinker disciplinary knowledge).

Think about how God would like Christians to live.

Lesson 2: LO: To understand the story of creation.

Share the story of creation. Children need to know that there are 66 books inside the Bible and the first one is called Genesis. God created the universe. The Earth and everything in it are important to God. Creating paper plate art work and ordering the events of creation.

Lesson 3: To know that Christians believe God is their creator and sustainer.

God has a unique relationship with human beings as their Creator and sustainer.

Sorting hoops one creator one sustainer Children understand the vocab as creator – one that made us and sustainer – the one that keeps us going.

Have some photos for children to sort – photos of creation new baby etc. and then food, love, encouragement etc.

Lesson 4-5: LO: To know the story of the nativity.

(also see disciplinary knowledge – visit St Thomas' church for the clergy to deliver knowledge about the nativity).

Lesson 6: LO: To explore why Christians believe humans should care for the world.

Begin to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.

Begin to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc)

Begin to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.

Begin to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.

Working as a thinker

***Know different** ways in which humans seek knowledge/wisdom

***To reason using evidence**

Begin to ask questions about the world around them.

Begin to make connections between using their senses and what they know about the world around them.

Begin to use reasons to support personal opinions about religions and beliefs



Oi! Get off our train. Why did the animals want to get on the train? They are endangered. Connect this to the children's understanding of the creation story and that Christians believe God said in the book of Genesis that Christians were made to take care of the world.

[Children to reflect on how we at St Thomas' try to take care of the world.](#)

Islam (Term 3-4)

What do Muslims believe Allah is like? (God)

*Lesson 1 To know that Muslims, believe in one God – Allah

Explore what it means to be a Muslim (using artefacts and the story sack). Introduce the technical vocabulary using the artefacts and that they believe in one God but because they don't use English, they don't call God God. They use the Arabic name Allah.

[Experience wonder through different religions and world views.](#)

*Lesson 2: To understand who Allah and Muhammad are.

Muslims believe Shahadah (statement of faith) – 'there is no God but God, and Muhammad is his prophet. Explain that Muslims they believe in one God but because they don't use English, they don't call God God. They use the Arabic name Allah. They believe that Muhammad wrote the Qur'an down for Allah so that people could read what Allah wants people to do and how to live their lives.

Children to know that Muslims don't draw God – Allah – or Muhammad. So instead explore writing Allah and decorating this word like Islamic calligraphy.

*Lesson 3: To understand how to be Muslim means harmony

There will be an understanding that one of the Five Pillars (faith) is used as part of prayer and connected with the oneness of God so that Muslims can lead a harmonious life.

Lessons 4-6 disciplinary focus

L.O To know about Muslim sources of authority.

Children to understand who they learn from (teacher, family, books) and explain that Muslims learn from their teachers, family and holy book too. These are trusted sources of authority.

L.O To apply an understanding of how Muslims live in harmony

Read and understand the story of prophet Muhammad and the spider **not drawing the prophet.**

L.O To explore how Muslims in Boston live in harmony

Ask children where Muslims live. Ensure children know that we have Muslim children in school and that Muslims live in Boston. Show photographs of the mosques in Boston. If possible pay this mosque a

visit. Show how Muslims join in with the community just like Christians to make the world a better place. They live in harmony through charity work and being good friends and looking after the world.
[Considering how others live and express faith in our community.](#)

How do Muslims live their lives? (Holy Books)

*Lesson 1: L.O To understand how important charity is to Muslims.

To know how they show support to charity because the Qur'an tells them to.

Muslims place an importance of serving others and showing compassion, e.g. zakat (charitable gifts – 2.5% of disposable income annually)

That they must care for the world just the prophets did.

[To reflect on the spiritual practices and consider the impact on believers](#)

*Lesson 2: To know how Muslims in Boston Celebrate Eid

<https://www.youtube.com/watch?v=iUtIG3CMaYE> Share photographs of British Muslims celebrating Eid – the Muslim festival of light. Children to examine these photographs and to work as a thinker.

*Lesson 3: To know how Muslims in Dubai celebrate Eid

Explain to children that the main religion in Britain is Christianity but this is not the same in all countries. Here our main festival every year is Christmas – the Christian festival of light. In some countries, Eid is the most important celebration of the year. One Muslim place is Dubai. Share video/photo/facts (this is when the schools break for holidays – not Christmas etc.)

*Lesson 3: To know the story of the prophet receiving the Qu'ran

Share the story and children to retell **not drawing the prophet.**

*Lesson 5-6

See disciplinary knowledge.

L.O To describe how being a Muslim changes how people behave in life

Have an outline of a muslim boy or girl for children to choose from. Children to use their substantive knowledge from this term to fill in all of the attributes of a Muslim (charitable, kind, caring, sharing etc.)

L.O To describe how charity is important in our lives

Children to reflect on how they show charity. Is this important in their lives according to their own sources of authority? Whole class to mind map how they have shown charity as a class/school community or you could pull photographs off the school website to support children in this.

[Consider the impact of charity in our local community and wider world.](#)

Places of worship Terms 5-6

What do places of worship show about people's belief in their God? (Behaviour

Lesson 1-2 *Judaism: Torah scroll, yad, tallit*

L.O To understand the objects Jews have in a Synagogue

L.O To know how Jews pray in the Synagogue

In these first two Lessons, children need to understand that Judaism (followers being Jews) is another, different religion where they have one God – the same God as Christians and Muslims – but they have a different set of instructions on how to live life. They have Torah scrolls (many of these are the same as the Old Testament that Christians use because Jesus was a Jew).

Children to know the symbol of the star of David, what synagogues can look like and how Jews do not touch the Torah scroll. They use a yad (hand) to point to it. Men wear a tallit to pray.

Recognise how prayer can bring stillness.

Lesson 3-4 Christianity: candle, font, altar

L.O To understand the objects Christians have in a Church

L.O To know how Christians pray in the Church

In these second two Lessons, children need to understand that Christianity (followers being Jews) is a religion based upon Judaism (Jesus was a Jew) and that Christians have the symbol of the cross, they worship in a Church and use a Bible as their source of Authority. to point to it. Men wear a tallit to pray. Children need to understand the role of a candle in worship, what an altar is (how it helps Christians to worship God) and that the stone font they saw in the Church is used to hold holy water to welcome people into the church family (usually babies)

Lesson 5-6 Islam: prayer mat, quibla, minaret

L.O To understand the objects Muslims have in a Mosque

L.O To know how Muslims pray in the Mosque

In these final two Lessons, children need to understand that Islam (followers being Muslims) visit a mosque to worship. They need to understand that when Muslims pray they do this differently to Jews and Christians because they use a prayer mat and face Mecca (the holy city). Muslims use a quibla to find the right direction to pray in. The tower on the Mosque where people are called to come and pray is called a minaret.

Show an appreciation of a place of worship with the awe and wonder.

Why do we have places of worship?

During Term 6 – develop disciplinary knowledge and look at Christians in Boston vs Australia, Jews in Lincoln vs Jerusalem and Muslims in Peterborough vs Pakistan. Are places of worship and worship methods different? Develop disciplinary knowledge.

LO: To make connections using knowledge about Christianity.

Share pictures of different Churches from Boston – St Thomas’, St Botolphs, the Methodist, the Baptist church (inside and outside) even though all of these places look different what do they have in common? Cross symbol. Art work. Altar and the beliefs of the people that go there – re read the story of the Good Artist and children to share what they know about what Christians believe.

LO: To understand that Christians celebrate Christmas differently in different countries

Look at Australian Christians BBQing on the beach for Christmas lunch Vs Boston family’s traditional roast dinner.

A growing appreciation that that views and practices are different around the world.

LO: To make connections using knowledge about Islam.

Get out the artefacts and ask children to create a talk show/youtube type video to explain what it means if a person is Muslim drawing upon their knowledge from this year using the key words.

LO: To understand that Muslims are different in different countries

Share pictures of mosques from Boston, Peterborough, London, Pakistan and Turkey – also pictures of Muslims in their daily clothes too. Why are they dressing differently? Show hijab/niqab wearing etc. Children to use sorting hoops for similarities and differences. Ensure that children understand that women choose to cover up to keep their beauty for their family only because they want to and we see that a lot in this country and Boston too.

Consider how faith can look different in different communities.

LO: To make connections using knowledge about Judaism.

Share pictures of different Jewish people and synagogues in England and in Jerusalem. Why are they so much bigger in other places? Because more Jews live there. What do the Jews share in their beliefs?

LO: To understand that Jews are different in different countries

Share a story of a Jewish child living in Boston and a child living in Jerusalem. Compare and contrast.

Concepts

God

Behaviour

Holy books

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This ‘distance travelled’ from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.