

Autumn Term 1 Year 1 RE Overview

Key facts

In this unit the children will be able to: -

Make sense of belief

- Retelling the story of Creation from Genesis 1:1-2:3
- Recognise that 'Creation' is the beginning of the big story of the Bible
- Say what the story tells Christians about God, Creation, and the world.

Understand the impact

- Giving at least one example of what Christians do to say 'thank you' to God for Creation

Make connections

- Think, talk, and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

Resources

Worcestershire RE syllabus Key Question 1.2
Copies of the Bible
Photographs
Internet searches
Artefacts
Christian symbols

Who do
Christians say
made the
world?

Brief summary/ overview

Children to be asked what they think about the word 'creation' and to consider the difference between manmade objects and those found in the natural world.

Children will consider the meaning of prayer as a way of expressing thanks to God and will make links to Harvest where Christians traditionally thank God for Creation.

Children to ask questions about what it means to live in an amazing world. What questions would they ask the Creator? What about people who don't believe that there is a creator?

Prior Knowledge

In the Early Years, the children have explored the topics of 'Why is the word 'God' so important to Christians? Why are Christmas and Easter so special to Christians? And finally, the concept of being special, regarding the importance of belonging, special places, and special stories.

Key Vocabulary

Bible	Harvest
God	Christian
Creation	Jews and Judaism
Genesis	
Gospel	
Prayer	
Community	
Celebration	
Tradition	

Cross curricular links/visits

English: recording information using relevant words or simple sentences

PHSE: Being Me in my World.

Links to science – manmade materials

Autumn Term 2 Year 1 RE Overview

Why does
Christmas
matter to
Christians?

Brief summary/ overview

As an introduction, children will be encouraged to look for signs of Winter in the natural world together with decorations and adverts depicted in the media. The children will be asked why Christmas is important for Christians.

Children will be introduced to the term 'incarnation' meaning God in the flesh and that Christmas is a time when we celebrate this – relate to how we prepare for the arrival of a new baby in our homes - what would a babies room look like? Compare this to the stable where Jesus was born.

Ask the question – what does Advent mean? And explore related traditions.

Children will be able to make connections, comparisons and identify differences with birthday decorations and those put up at Christmas to celebrate Jesus' birthday. They will also create 'thank you' prayers of the characters in the Nativity story of Luke, Chapters 1 and 2.

Key facts

In this unit the children will be able to: -

Make sense of belief

- Recognise that stories of Jesus' life come from the Gospels
Give a clear account of the story of Jesus' birth and why Jesus is important for Christians

Understand the impact

- Give example of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas

Make connections

- Think, talk, and ask questions about Christmas for people who are Christians and people who are not
- Decide what they personally have to be thankful for, giving a reason for their ideas

Resources

Worcestershire RE syllabus Key Question 1.3
Copies of the Bible
Christmas cards depicting the Nativity
Advent calendars
Advent candle
Decorations
Internet images

Prior Knowledge

In autumn term 1, the children explored the meaning of 'Creation' and as a Christian, the importance of saying thanks to 'God' through the medium of prayer.

They were encouraged to ask questions about living in our amazing world and what questions they would ask the Creator. They were also given the opportunity to consider the feelings of people who do not believe that there is a creator.

Key Vocabulary

Bible	Advent
God	Prayer
Christian	
Decorations	
Adverts	
Christmas traditions	
Incarnation	
Nativity	
Gospel of Luke	

Cross curricular links/visits

Links to Science – habitats of different animals

Visit by Paul Lewis to talk to the children about Christmas and the colours he would wear when delivering a service in Church

Key facts

In this unit the children will be able to: -

Make sense of belief

- Recognise that loving others is important in lots of communities
- Say simply that Jesus and one other religious leader taught about loving other people

Understand the impact

- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married regardless of belief

Make connections

- Give examples of ways in which people express their identity and belonging within faith communities and other communities showing sensitivity to differences
- Talk about what they think is good about being in a community for people in faith communities for themselves, giving a good reason for their ideas

Resources

Worcestershire RE syllabus Key Question 1.10
Copies of the Bible
Christian, Muslim, and Jewish symbols
Story of The Lost Sheep Gospel of Luke 15
Online resources showing how different communities come together ie: Children in Need.

Spring Term 1 Year 1 RE Overview

What does it mean to belong to a faith community?

Brief summary/ overview

Children will be given the opportunity to talk about stories of belonging to different groups ie: families and school, and asked what do you enjoy about them, why are they important?

They will find out about symbols of belonging in Christianity and one other religion – Judaism or Muslim and explore the idea that everyone is valuable and that this is an idea taught in these beliefs.

Children will be introduced to Christian baptism and dedication and will compare with a welcoming ceremony from another religion. They will also find out about the promises made during a Christian wedding and how these promises compare to those made in other religious ceremonies.

Children will know that different people belong to different religions and that others do not follow any religion but that there are times when people from all different groups come together for example through charity work or to remember special events.

Prior Knowledge

In autumn term 2, the children explored what Christmas means to Christians. They were encouraged to look for signs that Christmas was coming and to think about the meaning and significance of the word 'incarnation'. They explored the meaning of Advent and how we celebrate Jesus' birthday in comparison to our own and also the importance of 'thank you' prayers of all the characters in the Nativity story.

Key Vocabulary

Community
Celebration
Wedding
Baptism
Welcoming ceremony
Promise
Christian
Muslim
Jew

Cross curricular links/visits

English – writing sentences to record work and labelling different items to demonstrate understanding.

PSHE – Dreams and Goals

Key facts

In this unit the children will be able to: -

Make sense of belief

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)

Understand the impact

- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter

Make connections

- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

Resources

Worcestershire RE syllabus Key Question 1.5
Copies of the Bible
Create an outdoor trail for Holy Week re-enactment
Emotions board
Clay to make Easter Eggs and then decorate with Easter Sunday images
Online images

Spring Term 2 Year 1 RE Overview

What does Easter mean to Christians?

Brief summary/ overview

As an introduction, the children will be encouraged to look for signs of new life that come in the spring.

They will be introduced to the story of Holy Week and will understand that this story takes place about 33 years after the events of the Nativity, even though Christmas was a recently celebrated event.

The children will be encouraged to consider the emotions of Jesus' followers and how these ranged between great sadness, puzzlement, and joy. They will connect the idea of eggs, new life, and the belief in Jesus' resurrection.

The children will find out about how Churches celebrate the different parts of Holy Week e.g. Palm Sunday crosses, Good Friday and Easter Sunday and the related practices.

The children will be asked why people find it helpful to believe that there is life in heaven after death and to make a link with the idea that, for Christians, Jesus brings good news.

Prior Knowledge

In Autumn term 2, the children were asked the question, 'What does Christmas mean to Christians.' They were given the opportunity to explore the meanings of new words and to understand why Christians celebrate Christmas.

Key Vocabulary

Easter
Incarnation
Salvation
Resurrection
Holy Week
Palm Sunday
Good Friday
Crucifixion
Disciples
Mary Magdalene

Cross curricular links/visits

English – writing sentences to record work and labelling different items to demonstrate understanding.

Visit to Church for Easter Service

Summer Term 1 and 2 Year 1 RE Overview

Who is
Jewish and
how do
they live?

Brief summary/ overview

As an introduction, children will be asked what precious items they have at home in terms of being meaningful and why they are important. They will find out about the special objects Jewish people might have in their homes through the exploration of artefacts and images; pupil's questions will be gathered. Children will be introduced to Jewish beliefs about God as told in the Shema and they will explore the meaning of the words, about what they teach about God and how they should respond to Him. They will find out what Jewish people do in the home at Shabbat and how some call it the 'day of delight.'

Key facts

In this unit children will be able to: -

Make sense of belief

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations
- Give examples of how the stories used in celebrations, remind Jews of what God is like

Understand the impact

- Give examples of how Jewish people celebrate special times
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example how some Jewish people might remember God in different ways

Make Connections

- Talk about what they think is good about reflecting, thanking, praising, and remembering for Jewish people, giving good reasons for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising, and remembering have something to say to them too.

Resources

Worcestershire RE syllabus Key Question
Torah
Related artefacts and images
Power point

Prior Knowledge

The children have explored different aspects of the Christian religion – belief, faith, the meaning of Christmas and Easter

Key Vocabulary

Judaism
Jewish
God
Shema (prayer)
Blessing
Celebrations – Shabbat, Sukkot, Chanukah, Mezuzah.

Cross curricular links/visits

Visit to a Synagogue