

Long Term Planning Religious Education Year One

INTENT	IMPLEMENTATION
<p>Our children will:</p> <ul style="list-style-type: none"> - be religiously literate. - understand religious concepts and language. - deepen their understanding of faith. 	<p>Our RE Curriculum is the Worcestershire Agreed Syllabus 2020-2025. We deliver RE through Understanding Christianity and RE Today Units.</p> <p>We teach RE every half term.</p>

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	UC 1.1 – What do Christians believe God is like?	1.10 – What does it mean to belong to a faith community?	UC 1.2 – Who made the world?		1.8 – What makes some places sacred to believers?	1.9 – How should we care for others and the world and why does it matter?
Overview	GOD		CREATION	CREATION		
Knowledge	<p>Make sense of text/beliefs To know and identify what a parable is.</p> <p>To know and tell the story of the Lost Son from the Bible simply.</p> <p>To know and recognise a link with the concept of God as a forgiving Father.</p> <p>To know and give clear, simple accounts of what the story means to Christians.</p> <p>Understanding the impact To know and give at least two examples of a way in which Christians show their belief in God as loving and forgiving.</p> <p>To know and give an example of how Christians put their beliefs into practice in worship.</p> <p>Making connections To think about, talk and ask questions about whether they</p>	<p>Make sense of text/beliefs To know and recognise that loving others is important in lots of communities.</p> <p>To know simply what Jesus and one other religious leader taught about loving other people.</p> <p>Understanding the impact To know and give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony.</p> <p>To know and suggest what the actions and symbols mean in these ceremonies.</p> <p>To know and identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Making connections</p>	<p>Make sense of text/beliefs To know and retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>To know and recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>To know what the story tells Christians about God, Creation and the world.</p>	<p>Understanding the impact To know and give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Making connections To think, talk and ask questions about living in an amazing world.</p>	<p>Make sense of text/beliefs To know and recognise that there are special places where people go to worship and talk about what people do there.</p> <p>To know and identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p> <p>To know and identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p> <p>Understanding the impact To know and give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe.</p>	<p>Make sense of text/beliefs To know and identify a story or text that says something about each person being unique and valuable.</p> <p>To know and give an example of a key belief some people find in one of these stories.</p> <p>To know and give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p> <p>Understanding the impact To know and give an example of how people show that they care for others, making a link to one of the stories</p> <p>To know and give examples of how Christians and Jews can</p>

	<p>can learn anything from the story for themselves, exploring different ideas.</p>	<p>To know and give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</p> <p>To talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>			<p>To know and give simple examples of how people worship at a church, mosque or synagogue.</p> <p>To know and talk about why some people like to belong to a sacred building or a community.</p> <p>Making connections To think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.</p> <p>To talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>show care for the natural earth.</p> <p>To know why Christians and Jews might look after the natural world.</p> <p>Making connections To think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</p> <p>To know and give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>
Skills	<p>End of Key Stage Objectives Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. Give clear, simple accounts of what the texts mean to Christians.</p> <p>Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. Give at least three examples of how Christians put their beliefs into practice in church worship.</p>		<p>End of Key Stage Objectives Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. Give clear, simple accounts of what the texts mean to Christians.</p> <p>Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. Give at least three examples of how Christians put their beliefs into practice in church worship.</p> <p>Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</p>			

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Prior Learning	<p>Christians believe in God, and that they find out about God in the Bible.</p> <p>Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p> <p>Some stories show these Christian beliefs.</p> <p>Christians worship God and try to live in ways that please him.</p>	<p>To know and re-tell religious stories.</p> <p>To know and make connections with personal experiences.</p> <p>To know, share and record occasions when things have happened in their lives that made them feel special.</p> <p>To know and recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>To know and recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>God created the universe.</p> <p>The Earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Humans should care for the world because it belongs to God.</p>	<p>To know and begin to recognise that for Christians, Muslims or Jews, special things link to beliefs about God.</p> <p>To know and recognise that some religious people have places which have special meaning for them.</p> <p>To know and talk about the things that are special and valued in a place of worship.</p> <p>To know and talk about somewhere that is special to themselves, saying why.</p> <p>To know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship)</p> <p>To know and express a personal response to the natural world.</p>	Consolidation unit that applies knowledge acquired during Year One.