

**Subject: RE
Year 1/2**

Term 1.1 – Christianity God - Does how we treat the world matter?

Vocab	Knowledge	Outcomes
Christianity Christian Creation Bible God Harvest Environment Festival Celebration Gratitude/grateful Responsibility Awe Wonder	<p>Beliefs and Values I can retell the Genesis 1 story of creation. I can retell why Christians might think it is important to look after the world.</p> <p>Living religious traditions I can suggest ways that Christians might express their concern for the natural world. I can describe how and why Christians might thank God for creation at Harvest festivals.</p> <p>Shared human experience I can identify ways in which humans use (and abuse) the natural world. I can say why our planet should matter to all humans and how this should influence our behaviour.</p> <p>Search for Personal Meaning I can reflect on my use of the world's resources. I can ask questions about what I can do to show I care about the world</p>	<p>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.</p> <p>Pupils should also discuss their own ideas and values in regards to 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.</p>

Term 1.2 – Christianity Jesus – Light of the World

Vocab	Knowledge	Outcomes
Light Community	<p>Beliefs and values</p>	<p>This unit enables pupils to explore the use of light to and how it might be used in religious</p>

<p>Hope Guidance Celebration Importance Symbol Advent Service christingle</p>	<p>I can suggest what Christians might mean when they refer to Jesus as 'light of the world.'</p> <p>I can talk about the different titles Jesus might be given – e.g. Messiah, Christ, Saviour, Son of God.</p> <p>Living religious traditions</p> <p>I can say ways Christians might use light as part of Christmas Celebrations (advent candles, Christingle)</p> <p>I can talk about the different ways Christians might celebrate Christmas.</p> <p>Shared human experience</p> <p>I can identify ways humans use light.</p> <p>I can discuss the importance of light – as a source of comfort, security and hope.</p> <p>I can talk about how/why light might be an important symbol.</p> <p>Search for Personal Meaning</p> <p>I can ask questions about the value of sources of light in their own lives.</p> <p>I can talk about the people who give comfort, security and hope.</p> <p>I can suggest ways in which I might be a light for others.</p>	<p>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.</p> <p>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</p>
Term 2.1- Christianity Church – What unites the Christian Church?		
Vocab	Knowledge	Outcomes
<p>Community Symbolism Image</p>	<p>Beliefs and values</p> <p>I can suggest beliefs and values that might unify the Christian community.</p>	<p>In this unit, children should explore the core beliefs and symbols of Christianity. They should know that belief in one God and Jesus</p>

<p>Belief Value Worship</p>	<p>I can talk about why some Christians think it is important to come together to worship God.</p> <p>Living religious traditions I can identify symbols (images and actions) used in Christian worship. I can talk about how and why symbols might be used in Christianity. I can describe the features of a church.</p> <p>Shared human experience I can identify signs and symbols in the world around me. I can talk about my school badge and the values it represents. I can say how it might unity the school community.</p> <p>Search for Personal Meaning I can ask questions about signs and symbols. I can talk about communities that I belong to and how I show commitment.</p>	<p>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’.</p> <p>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.</p>
<p>Term 2.2 – Buddhism – How and why do symbols show us what is important?</p>		
<p>Vocab</p>	<p>Knowledge</p>	<p>Outcomes</p>
<p>Buddhism Shrine Meditation Symbol Puja Offering Actions Peace/peaceful</p>	<p>Shared Human Experience I can ask important questions about religious and beliefs. I can identify how actions or rituals help make an occasion special. I can name special times in my life.</p> <p>Beliefs and Values I can describe the worship of puja. I can say what a shrine is.</p>	

	<p>I can describe values of Buddhism. I can explain what meditation is.</p> <p>Living Religious Traditions I can say what Buddhists use a shrine for. I can say how Buddhists express their religion. I can try a short meditation and explain how it makes me feel.</p> <p>Search for Personal Meaning I can describe how I can calm down when feeling overwhelmed. I can say why Buddhists practise meditation. I can give my opinions respectfully. I can say what is important to me.</p>	
Term 3.1 – Islam - Why do muslims believe in obeying God?		
Vocab	Knowledge	Outcomes
	<p>Beliefs and Values I can suggest why Muslims believe that it is important to respect God. I can talk about why Muslims would want to show gratitude to God. I know that submission to God is an important aspect of Islamic life.</p> <p>Living Religious Traditions I can identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis.</p>	<p>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</p>

	<p>I can describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat.</p> <p>I can suggest how making time for the five daily prayers is an act of submission.</p> <p>Shared Human Experience</p> <p>I can talk about the ways in which shared rituals might unite communities.</p> <p>I can say how the Islamic community is united by prayer.</p> <p>I can say ways humans can show their gratitude.</p> <p>Search for Personal Meaning</p> <p>I can talk about the things Muslims do on a regular basis as a sign of commitment and belonging.</p> <p>I can reflect on who I should be grateful to and how I can show this.</p>	<p>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</p>
Term 3.2 – Judaism – What aspects of life really matter?		
Vocab	Knowledge	Outcomes
<p>Belief Value Torah Ten Commandments Moses Follower Devotion</p>	<p>Beliefs and Values</p> <p>I can tell the story of Moses receiving the Ten Commandments.</p> <p>I know some of the Commandments.</p> <p>I can suggest ways the Ten Commandments might influence the life of a believer.</p> <p>Living Religious Traditions</p> <p>I can talk about how Jewish people can keep the Sabbath holy.</p> <p>I can say how Sabbath is a way of making time for God and family.</p>	<p>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.</p> <p>Within this, they will discuss the importance of holy days and how these might unite families and give time to spend together.</p> <p>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</p>

	<p>I know about the Jewish tradition of Friday night.</p> <p>Shared Human Experience I can talk about why some people are special to us. I can suggest why it is important to make time for people who matter in our lives.</p> <p>Search for Personal Meaning I can talk about the people who are special to me. I can say why it is important to spend quality time with the people who matter.</p>	<p>we are thankful to have these people in our lives.</p> <p>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.</p>
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