

Year group: 1	Subject Area: Religious Education	Unit: 1 - Autumn 1: What does it mean to belong to a faith community?	Subject Leader: C Tose
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Prior Knowledge	Learning Outcomes	Future linked knowledge (Y4: How and why do people mark significant events in life?)
Units 1, 2, 3 and 4 from FS2	<p>Make sense of beliefs:</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> <ul style="list-style-type: none"> 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 (Christian and/or Jewish and non-religious) <p>Make connections:</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences 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>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today.
Notes	Cross-curricular links	Possible hooks/enrichment activities
	PSHE: Relationships English: Ordering the story of the Lost Coin	Re-enact with dolls welcoming a new baby

What does it mean to belong to a faith community?

Lesson Sequence					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<i>How do Christians/Muslims/Jews show they belong?</i>	<i>Is every person valuable?</i> Look at the Christian	<i>How do Christians welcome a new baby?</i> Focus on Christian Baptism	<i>How do Muslims welcome a new baby?</i>	<i>How do people show they love and belong to one another?</i>	<i>What matters about being in a community?</i>

Look at symbols of belonging from each religion and compare	story of 'The Lost Coin'. Discuss Jewish commandments and Muslim teachings which show everyone is valuable			Explore a Christian Marriage Ceremony and compare to a Jewish Wedding Ceremony	Recap learning about Muslims/Jews/Christians and think about belonging
Key vocabulary					
Cross/fish/Jesus/Mary/Church/rosary, bible Ka'aba/prayer cap/prayer mat/Qur'an/Allah/Muhammad Kiddush cup/Challah bread/Menorah/Shabbat	Lost Care Thoughtful Found Feeling better Love Neighbours Golden rule	Clean Fresh start Holy water Font Candle Gown cross	Call to prayer Hair shaved Allah Whisper Silver	Connection/Everlasting/Love/rings/vows/promises Chuppah Celebration	All vocabulary taught so far
Key skills throughout unit					
<ul style="list-style-type: none"> • Investigating: Asking relevant questions, know how to use a wide range of resources as a way of gathering information • Reflecting: Reflecting on religious beliefs and practises, reflecting upon experiences • Expressing: Identifying matters of concern • Interpreting: Suggesting meanings of religious texts • Empathising: Develop the power of imagination to identify feelings such as wonder 					

Year group: 1	Subject Area: Religious Education	Unit 2 – Autumn 2: Why does Christmas matter to Christians?	Subject Leader: C Tose
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Prior Knowledge (FS2: Why is Christmas special to Christians?)		Learning Outcomes			
Making sense <ul style="list-style-type: none"> • Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus • Retell religious stories Understanding impact <ul style="list-style-type: none"> • Recall simply what happens at a traditional Christmas festival (Christmas) Making connections <ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them 		Making sense <ul style="list-style-type: none"> • Recognise that stories of Jesus’ life come from the Gospels • Give a clear, simple account of the story of Jesus’ birth and why Jesus is important to Christians. Understanding impact <ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of Nativity to guide their beliefs and actions at Christmas Making connections <ul style="list-style-type: none"> • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas 			
Notes		Cross-curricular links		Possible hooks/enrichment activities	
Wise men do not feature in the story of Luke		Music: Learning carols Geography: Locating Jerusalem and Bethlehem on a world map		Visit to St Aidan’s Church for Christmas Service Learn a range of carols Make an advent wreath	
Why does Christmas matter to Christians?					
Lesson Sequence					
Lesson 1 <i>If Jesus was born in 2022 what would his bedroom look like?</i> Recap who is Jesus and design a bedroom for him	Lesson 2 <i>What bedroom did Jesus actually get?</i> Tell the Christmas Story from the Gospel of Luke.	Lesson 3 <i>What do Christmas Cards show about the birth of Jesus?</i> Explore a range of Christmas cards, even non-religious ones	Lesson 4 <i>What is advent?</i> Explore the 4 week preparation for Jesus’ birthday	Lesson 5 <i>How do people show gratitude at Christmas?</i> Make a thankful paper chain	Lesson 6 <i>Why does Christmas matter to Christians?</i> Revisit the big question – what have we learnt?
Key vocabulary					
	Shepherds Sheep Mary Joseph	Manger Shepherds Sheep Mary	Wreath Candles Sunday Birth	Thanks Gratitude	

	Jesus Angel	Joseph Jesus Angel	Calendars Light		
Key skills throughout unit <ul style="list-style-type: none"> • Investigating: Asking relevant questions, know how to use a wide range of resources as a way of gathering information • Reflecting: Reflecting on religious beliefs and practises, reflecting upon experiences • Expressing: Identifying matters of concern • Interpreting: Suggesting meanings of religious texts • Empathising: Develop the power of imagination to identify feelings such as wonder 					

Year group: 1	Subject Area: Religious Education	Unit: 3 – Spring 1: Who is Jewish and how do they live?	Subject Leader: C Tose
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Prior linked knowledge (FS2)		Learning Outcomes		Future linked knowledge (Year 3)	
<ul style="list-style-type: none"> • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Torah • talk about some of the things these stories teach believers 		<p>Make sense of belief</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer <p>Understand the impact</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) <p>Make connections</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 		<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	
Notes		Cross-curricular links		Possible hooks/enrichment activities	
This is the first Unit on Judaism the children will be learning. Key vocabulary to be visible in the classroom.		Geography: Locating Gateshead – our local Jewish community. DT: Cooking Jewish cuisine		Making Challah bread Re-enacting the Shabbat Creating our own prayer for inside a Mezuzah	
What is precious to Jewish people? What does a Mezuzah remind Jewish people about?			How and why do Jewish people celebrate Shabbat?		
Lesson Sequence					
Lesson 1 <i>What special objects might we find in a Jewish home?</i>	Lesson 2 <i>What is inside a Mezuzah and what does it mean?</i>	Lesson 3 <i>Why do Jewish people put Mezuzot on the doorposts of their</i>	Lesson 4 <i>Why do Jewish people have Shabbat each week?</i>	Lesson 5 <i>What happens on a Friday night?</i>	Lesson 6 <i>Praying and spending time on Shabbat</i>

Explore objects	Explore and look at the prayer inside	<i>houses?</i>	Introduce Shabbat	Re-enact a Friday night in a Jewish home	Learn the Kiddush prayer told at Shabbat
Key vocabulary					
Mezuzah Candles sticks Challah bread Sedar plate Matzah cover Star of David Prayer book Chanukiah	Scroll Shema Hebrew	Mezuzot Shema	Holy Shabbat Torah Creation	Shabbat Food preparation Shalom Candles Blessing Kiddush prayer Challah	Synagogue Woship Rest Ceremonies
Key skills throughout unit					
<ul style="list-style-type: none"> • Investigating: Asking relevant questions • Reflecting: Reflecting on religious beliefs and practises • Expressing: Explaining rituals, ceremonies and practises • Interpreting: Drawing meaning from artefacts • Empathising: Consider the thoughts and feelings and beliefs of others 					

Year group: 1	Subject Area: Religious Education	Unit: 4 – Spring 2: Who is Jewish and how do they live?	Subject Leader: C Tose
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Learning Outcomes		Future linked knowledge (Year 3)			
<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Re-tell simply some stories used in Jewish celebrations • Give some examples of how the stories used in celebrations remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live. <p>Give an example of how some Jewish people might remember God in different ways.</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 		<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas. 			
Notes	Cross-curricular links	Possible hooks/enrichment activities			
This is the first Unit on Judaism the children will be learning but the second half term of covering it Key vocabulary to be visible in the classroom.	DT: Cooking doughnuts and Latkes Art: Creating Jewish art Drama/English: Re-enacting David and Goliath Geography- Locating Jerusalem on the map	Look at art work on http://artlevin.com/ - Jewish art Read a story about Hanukkah Cooking lesson making doughnuts and Latkes			
What stories do Jewish people tell from the Jewish Bible? What can we learn about the celebration Chanukah/Hanukkah?					
Lesson Sequence					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<i>What can we learn from</i>	<i>What can we learn from</i>	<i>How do Jewish people</i>	<i>How do Jewish people</i>	<i>What brilliant questions</i>	<i>What do we know</i>

<i>David and Goliath?</i>	<i>the story of Chanukah?</i>	<i>celebrate Chanukah? What is important during Chanukah time?</i>	<i>celebrate Chanukah?</i> Cooking lesson	<i>can we ask about Chanukah?</i>	<i>about Judaism that we didn't know before?</i>
Key vocabulary					
Brave Lonely Scary Sling Israelite Goliath Spear	Chanukah Hanukkah Judaea Antiochus Greek Zeus Sabbath Mattathias Maccabee Menorah N'er Tamid	Miracles Oil Burning Dreidl Chanukiah Latkes	Latkes Doughnuts Oil Tradition	Ideas for questions; <i>How did the oil last for 8 days?</i> <i>Where is Jerusalem?</i> <i>How is oil made?</i>	All vocab taught across this half term
Key skills throughout unit					
<ul style="list-style-type: none"> • Investigating: Asking relevant questions, know how to use different types of sources as a way of gathering information • Reflecting: Reflecting on religious beliefs and practises, reflecting upon feelings • Expressing: Explaining rituals, ceremonies and practises • Interpreting: Drawing meaning from artefacts, suggesting meanings of religious texts • Discerning: Relating religion to life 					

Year group: 1	Subject Area: Religious Education	Unit: 5 – Summer 1: Christianity: Who do Christians say made the world? (Creation)	Subject Ldr: C Tose
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Learning Outcomes		Future linked knowledge Y4 What do Christians learn from the creation story?		
<p><u>Making sense of belief</u> <i>Retell the story of creation from Genesis 1:1 -2:3 simply</i> 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 Give at least one example of what Christians do to say thank you to God for Creation</p> <p><u>Understanding the impact</u> Think, talk and ask questions about living in an amazing world</p> <p><u>Make Connections</u> 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.</p>		<p><u>Making sense of belief</u> Place the concepts of God and Creation on a timeline of the Bible’s big story Make clear links between Genesis 1 and what Christians believe about God and creation Recognise that the story of ‘The Fall’ in Genesis 3 gives an explanation of why things go wrong in the world</p> <p><u>Understanding the impact</u> Describe what Christians do because they believe God is Creator Describe how and why Christians might pray to God, say sorry and ask for forgiveness</p> <p><u>Make Connections</u> Ask questions and suggest answers about what might be important in the Creation story for Christians and non- Christians living today</p>		
Notes	Cross-curricular links	Possible hooks/enrichment activities		
	Science: caring for our world PHSE: Caring for each other and animals	Creation of a display with artwork.		
Who do Christians say made the world?				
Lesson Sequence				
<p>Lesson 1 What is a creator? Look at some made and natural objects. Who might their creator be? What might they be like?</p>	<p>Lesson 2 What is the story from Genesis? Read the story of Genesis. Explore who Christians and Jews say created the world.</p>	<p>Lesson 3 How do Christians give thanks to God? Explore a range of prayers which give thanks to God. Link with Harvest Festival.</p>	<p>Lesson 4 How do we look after the world? (God’s creation) Link with Science – how to take care of plants. How do we care for animals? How do we care for the environment? Why does this matter?</p>	<p>Lesson 5 What is the best thing about our world? Begin creating a display. Think of things we are thankful for.</p>
Key vocabulary				
Creator World	Ocean Sea	Prayers Charity	Care Look after	

Natural Man made Kind Caring Make	Land Sky Night Day Creatures Mankind	Kindness Help Support	Nurture Support Guide	
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Key skills throughout unit

- Investigating: Asking relevant questions, know how to use a wide range of resources as a way of gathering information
- Reflecting: Reflecting on religious beliefs and practises, reflecting upon experiences
- Expressing: Identifying matters of concern
- Interpreting: Suggesting meanings of religious texts
- Empathising: Develop the power of imagination to identify feelings such as wonder

Year group: 1	Subject Area: Religious Education	Unit: 6 – Summer 2: How should we care for others and the world?	Subject Leader: C Tose
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Prior Knowledge (Y1 Summer 1)	Learning Outcomes	Future linked knowledge (Year 3)
<p>Making sense of belief</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1 - 2:3 simply • 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 • Give at least one example of what Christians do to say thank you to God for Creation <p>Understanding the impact</p> <ul style="list-style-type: none"> • Think, talk and ask questions about living in an amazing world <p>Make Connections</p> <ul style="list-style-type: none"> • 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. 	<p>Making sense of belief</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understanding the impact</p> <ul style="list-style-type: none"> • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world <p>Make Connections</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<p>Making sense of belief</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible’s big story • Make clear links between Genesis 1 and what Christians believe about God and creation • Recognise that the story of ‘The Fall’ in Genesis 3 gives an explanation of why things go wrong in the world <p>Understanding the impact</p> <ul style="list-style-type: none"> • Describe what Christians do because they believe God is Creator • Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Make Connections</p> <ul style="list-style-type: none"> • Ask questions and suggest answers about what might be important in the Creation story for Christians and non- Christians living today
Notes	Cross-curricular links	Possible hooks/enrichment activities
<p>Thematic Unit of work Recall lesson about Creation, studied in Y1 in Summer 1</p>	<p>PSHE: Relationships</p>	<p>Make a good/bad collage Create art work linked to Kate Neals in the Creation story</p>

What do Christian, Jewish and non-religious people believe about caring for people?		How do some religious and non-religious people show that they care for people?		What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?	
Lesson Sequence					
Lesson 1 <i>Is each person unique and important?</i> Introduce Christian teaching from Matthew 6:26 Jesus blesses the children and Jews Pslam 8	Lesson 2 <i>Why should we care?</i> Story of The Good Samaritan and Jewish story of Ruth and Naomi.	Lesson 3 <i>How can we 'build' someone up?</i> Learn the song 'Build up'. Suggest connections/links between the song and the story of the Good Samaritan	Lesson 4 <i>How do Christians and Jews look after those who need help?</i> Link back to Jewish festival of Sukkot. Look at a case study of Mother Theresa.	Lesson 5 <i>What can we recall about the creation story?</i> <i>How should we treat our world?</i> Recall lesson – use paintings by Kate Neal as a talking point.	Lesson 6 <i>The world is broken – what does this idea mean to Christians and Jews?</i>
Key vocabulary					
Bless Blessed Unique Important	Care Samaritan Support Guidance Selfless	Support Guide Compliment Teach	Charity Guide Help Teach	Care Respect Thoughtfulness	Bad Help
Key skills throughout unit					
<ul style="list-style-type: none"> • Investigating: Asking relevant questions • Reflecting: Reflecting on religious beliefs and practises • Expressing: Explaining rituals, ceremonies and practises • Interpreting: Drawing meaning from artefacts 					