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| **R.E**  **(Year 1 Scheme)** | | |
| **Term 1.1**  Christianity (God) Why do Christians say that God is a ‘Father’? | | |
| Vocabulary | Knowledge | Objectives |
| God  Compare  Love  Support  Roles  Emotions | This unit enables pupils to explore Christian use of the term ‘father’ to address God, especially in prayer (Our Father…). In Hebrew, the term Abba best translates as ‘daddy’, suggesting a loving and personal relationships with God. Pupils should consider the importance of prayer in Christian life. They should reflect on the human need for loving relationships, comfort and someone to talk to – both in good times and bad | * I can talk about why Christians might compare God to a loving parent. * I can talk about how and why Christians might want to talk to God. * I can talk about the importance of love in families. * I can talk about the ways in which I am cared for and supported by family members. * I can reflect on my own role within the family. * I can discuss who I can talk to when I am happy/sad/worried. |
| **Term 1.2**  Christianity (Jesus) Why is Jesus special to Christians? (The Christmas Story) | | |
| Vocabulary | Knowledge | Objectives |
| Jesus  Christmas  Nativity  Celebration  Important  Welcomed | This unit gives children the opportunity to explore the Christmas nativity story and to gain an understanding of why Jesus is believed to be a special baby. They should begin to think about why Christmas is a special religious time for Christians (as opposed to simply a cultural tradition of exchanging gifts). The focus of Jesus as a ‘gift’ will introduce children to the concept of the incarnation.  They should also consider how, when and why humans might be vulnerable and in need of help. They should particularly focus on the idea that some people might not be able to help themselves and why helping those in need might be an important shared human value. | * I know a simple version of the nativity story. * I can talk about why Christians would say that Jesus is a special baby. * I can identify religious aspects of Christmas celebrations. * I can talk about why Christmas is a special time for Christians. * I can talk about the importance of looking after those who cannot help themselves. * I can talk about my own beginnings and how I was welcomed into the family. |
| **Term 2.1**  Islam How might beliefs about creation affect the way people treat the world? | | |
| Vocabulary | Knowledge | Objectives |
| Islam  Muslim  Allah  Khalifah  Natural  Duty | This unit enables pupils to examine the Muslim belief in Allah as creator. The focus is to encourage pupils to consider Allah’s role in creating and sustaining the world, and humankind’s response to Allah. Pupils should think about and reflect on their responsibility towards creation. They should begin to develop an understanding of how Muhammad (pbuh) is seen as a role model for Muslims and how the teachings of the Prophet might influence how and why a Muslim might care for the natural world. The experiences of the life of the prophet in this unit this should be explored through story. Pupils should have opportunities to discuss and demonstrate their understanding in a variety of ways. Pupils should also have opportunity to personally reflect on their own beliefs and values about the importance of caring for the natural world. They should consider their own responsibility and how they could actively contribute towards caring for the planet. | * I know that Muslims believe in one God (Allah). * I can talk about why Muslims might value the natural world. * I know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet. * I can suggest how Muslims might show respect for God by caring for the natural world. * I can talk about my own experiences and feelings about the natural world and what I have noticed about the way that humans treat it. * I can reflect on how I treat the natural world – and if I have a duty to look after it. |
| **Term 2.2**  Judaism Why might some people put their trust in God? | | |
| Vocabulary | Knowledge | Objectives |
| Promise  Trust  Noah  Sukkot  Sukkah | In this unit, children will have the opportunity to explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed.  They will learn about the story of Noah and the symbol of the rainbow as God’s promise never to send a flood to destroy the world again. They will investigate the festival of Sukkot as an annual reminder to the Jewish community to be thankful to God for all he has done.  Pupils will also have opportunities to talk about why promises and trust are an important aspect of human life. They will think about how we know whether or not people are trustworthy and reflect on their own values about the importance of being someone who is trusted by others. | * I can give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham). * I can give an example of a core value or commitment (trusting that God will keep his promise). * I can use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival). * I can talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises). * I can notice that for many people, trust is an important part of human life. * I can ask questions (about the importance of trust and who they can trust/rely on in their own lives) |
| **Term 3.1**  Hindu dharma What do Hindus believe about God? | | |
| Vocabulary | Knowledge | Objectives |
| Deities of the Trimurti  Shiva  Vishnu  Brahma  Murti  Shrine | This unit gives children the opportunity to explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. This unit should build on their prior learning about the use of symbolism to express religious beliefs. Children should be able to talk about how images of the deities in Hinduism are a visual representation of beliefs about God.  Children should also have opportunities to think about the complexity of identity and how people may be seen in different ways according to their role and relationship. There will be opportunities for children to develop self-awareness of their own identity and roles. | * I know that Hindus believe in one God in many forms. * I know that Hindus believe that God is present in all living things suggest what Hindus might learn about God from the story of the blind men and the elephant. * I can talk about how and why Hindus might use statues and images (murtis) in their worship suggest symbolic meanings expressed in the images. * I can talk about the different ways that people can be seen. * I can reflect on how others might see me and talk about the different roles that I might have (friend, child, brother/sister etc.) |
| **Term 3.2**  Buddism How do some people behave because they believe in God? | | |
| Vocabulary | Knowledge | Objectives |
| Special  Buddha  Four Sights  Actions  Feelings  Suffering | This investigation enables pupils to examine Buddhist relationships with others and the world and how this is shaped. The content focus is on Buddha, The Dharma and The Sangha. Opportunities are provided to explore the example provided by the Buddha and for pupils to consider their interactions with others. | * I can Use some religious words and phrases to recognise and name features of religious traditions. * I can recall religious stories and recognise symbols and other verbal and visual forms of religious expression. * I can talk about their own experience and feelings. * I can talk about what is of value and concern to themselves. * I know what relevant questions are and to ask them. |