



South Gosforth First School

Religious Education – Year 1 Long Term Plan

Purpose of Study

At South Gosforth First School, we follow the statutory guidance from the Standing Advisory Council on Religious Education for Newcastle (SACRE). In ensuring high standards of teaching and learning in R.E, we implement a curriculum that is progressive throughout the whole school. Children are encouraged to make links to their prior learning in R.E and other subjects and identify themes and trends that run through their R.E topics. Children learn through the disciplines of social science, theology and philosophy in order to allow them to dig deeper and explore key concepts learned in this subject. They will develop their own lines of enquiry by asking and answering questions based upon sources and artefacts and we will provide the children with opportunities for spiritual, moral, social and cultural development through the R.E curriculum. Through R.E we will ensure that we promote community cohesion through links in the local community, making sure it is inclusive for all and promoting shared values, while still appreciating our diverse and unique personal attributes. Equality, diversity and inclusion are at the forefront of our RE curriculum and we will ensure that we instil a feeling of mutual respect to see a just and equal society. We will do this by allowing the children to use enquiry-based learning through our 'big questions' and encouraging the children to be reflective and expressive, to ask questions, investigate, draw conclusions and evaluate.

Aims

Through our Religious Education curriculum, our pupils foster a sense of curiosity about different religions and cultures, which enables them to confidently express their ideas and beliefs. In our diverse city and country, our R.E curriculum promotes understanding and compassion, placing a heavy emphasis on community cohesion, which is supported by our 'No Outsiders' ethos.

We facilitate our children to learn both disciplinary and substantive knowledge about different world religions, practices and cultures and we build in mechanisms within our units of work to ensure that pupils can demonstrate what they know and what they have remembered, so that our teachers are best placed to take learning forward. Our R.E curriculum also plays a unique role in promoting the spiritual, moral, social and cultural development of our children, whilst supporting them to gain a greater understanding of themselves when exploring, discovering and learning more about religions and cultures within the world in which they live - Our ultimate goal is for our pupils to become confident, knowledgeable, well-informed and compassionate individuals. As part of our broad and comprehensive R.E curriculum, we contribute towards our children's personal development and resilience, offering meaningful opportunities for creative expression. Our inclusive R.E curriculum is accessible to all - Every one of our pupils has the same starting point, with necessary adaptations, in order to prepare them to thrive in a multicultural world and participate effectively in a modern and diverse society.



Autumn 1	Unit 1 - Expressions of Belonging	
Character Culture Creativity Challenge	Prior Learning Belonging introduced in EYFS is now linked more formally with the Christian religion. EYFS – The Importance of Belonging	
	Key Learning Intentions (Skills) Concept – Community Disciplinary Strand - Philosophy	
	Key Learning Intentions (Knowledge) To know that... - About ways in which they belong and how belonging is expressed and shown - That religious people feel they belong to a faith community and express their sense of community and identity through worship - That baptism is a symbol of welcome into the Christian family of the church - That cleansing by water symbolises a fresh start or new life	Key Vocabulary Religion God Belonging Commitment dedication Christianity Jesus Baptism Christening cross worship prayer hymn singing Bible readings Sunday
	Overview of outcomes Pupils relate their own understanding of belonging to what believers from different religions understand about it. They look at how Christians in particular express their sense of belonging, community and identify and at how a church welcomes children into its family.	
	Milestones of Learning	
	How is a sense of belonging expressed and demonstrated?	- talk about belonging to the class, school, clubs and their family. They discuss how they show they belong to these different groups - identify a badge or uniform which shows they belong and illustrate one example of who/what they belong to, e.g. by drawing a badge - using a word bank, complete a worksheet saying what they belong to - think about and discuss what is special about belonging to their family, clubs or school.
How do religious people express their sense of community?	examine the idea that people who believe in God also belong to a family, a religious family. They learn that such people do things together, e.g. worship	



		• examine the idea that worship is a special time and often takes place in a special building • find out about some important features of Christian worship, e.g. prayer, Bible readings, singing, and listen to biblical stories or teaching and how particular things are used in worship, e.g. font, altar, Bible, musical instruments reflect on Church visit in Reception
	What is baptism about?	ENRICHMENT – Visit from local Vicar • look at the font in a local church or are shown photographs of one. After exploring what a font is, they discuss what happens at a baptism • talk about the symbolism of the cross made on a baby's head in the context of welcoming a child into the family of God in the church • recall personal experiences of going to baptisms and talk about them • explore the importance of naming and the term "Christian" name • explore how water symbolises a new start. They learn that baptism is the way some people show they want to belong to Jesus • sequence cards with sentences and pictures that describe how a child is welcomed into the Christian family • link their own experiences of belonging and specialness to those of religious believers
	Assessment - What does it mean to belong (within Christianity)?	Talk about and compare the different ways Christians show they belong to their faith. Link to own lives. Discuss what they think is the most important and why.



Autumn 2	Unit 2a - Christmas and Hannukah	
Character Culture Creativity Challenge	Prior Learning and Understanding 'Why here, why now?' In Reception the children read and re-enacted the Christmas story through puppets and stories. Through Christmas and Hanukkah the children can start to look at the variety of religions and the similarities and differences that occur. EYFS – Christmas (the Nativity)	
	Key Learning Intentions (Skills) Concept –Celebration Disciplinary Strand - Social Sciences	
	Key Learning Intentions (Knowledge) To know that... - What is meant by the idea of something being special or precious - About the story of the birth of Jesus - About the key features of the Hannukkah story and festival	Key Vocabulary Angel festivals Christianity Jesus Christmas Frankincense myrrh; Judaism Hannukkah latkes menorah Feelings, e.g. hope, love, joy, peace
	Overview of outcomes The focus of this unit is the theme of celebration through the exploration and experience of Christmas and Hannukkah. The starting point is the practice of giving gifts at Christmas, which is shared by most Christians and people from a secular background, then the unit explores the Christian belief that Jesus is God's gift to and the light of the world. The unit also explores the origins and significance of some of the practices associated with the Jewish festival of Hannukkah, including the symbol of light.	
	Milestones of Learning	
	What is meant by the idea of something being precious or special?	- discuss special people and special times and their experiences of celebrations they enjoy, e.g. birthdays, Christmas, Chinese New Year, Eid-ul-Fitr, Divali - discuss special gifts, their own best present ever and what makes these special and/or precious - in groups, take turns acting out a scene of giving, receiving and opening a gift. They discuss the different feelings experienced - think about gifts that cost nothing but can make people happy
	Why do people give gifts at Christmas? Why do Christians think of Jesus as God's gift to the world?	- tell the story of the birth of Jesus and explore the concept of Jesus/babies as a gift - talk about giving and receiving - discuss why Christians think of Jesus as a gift from God - identify what gift they would have taken to Jesus and why they chose it



		- engage in a charitable activity of giving, e.g. the shoebox appeal - in January, read or tell the story of the magi/wise men and relate their gifts and giving to the Christmas story - act out a visit to the stable to give gifts
	How and why is Hannukkah celebrated? What is the origin and meaning of some of the activities associated with Hannukkah?	- discuss the difference between ordinary holidays such as bank holidays and religious festivals. They make a chart or timeline to show holidays and festivals throughout the year. They are asked: When do you go on holiday? How do you celebrate a well-known festival such as Christmas, Divali, Eid-ul-Fitr or Chinese New Year? - use a hanukiyah to introduce the story of Hannukkah. They hear the story in two halves and have to predict the outcome. They learn about the difference between a menorah and a hanukiyah. They are asked: What difference does a candle flame make in a dark room? How do you feel in the dark/the light? What do you think the burning oil lamp in the Temple represents? - examine how festivals are celebrated with special food, e.g. latkes, doughnuts, or games, e.g. spinning the dreidel. They eat the food and play the games
	Assessment - Why do people give gifts and how does it make us feel to give and receive gifts?	Picture of a gift for children to label with the different reasons for giving and receiving gifts. Focus on links to Hannukah and Christianity and their own lives.



Spring 1	Unit 5 - Christian Practices and Beliefs	
Character Culture Creativity Challenge	Prior Learning and Understanding ‘Why here, why now?’ Belonging and friendship – using this learning to investigate the actions of Jesus and the Christian beliefs and practices. EYFS – Friends of Jesus	
	Key Learning Intentions (Skills) Concept – Beliefs Disciplinary Strand - Social Sciences	
	Key Learning Intentions (Knowledge) To know that... - That Sunday is the Christian holy day of the week when many Christians attend worship - How Christians celebrate Sunday, especially through worship in church - That religious artefacts are important because they symbolise key beliefs and aspects of faith - That festivals are special times of worship and celebration for believers - To make connections between their own feelings and experiences of celebration and those of Christianity/other religions	Key Vocabulary faith belief God promise commandments covenant worship artefact symbol festival
	Overview of outcomes This unit gives pupils an introduction to the idea that religious beliefs require expression, both individually through daily life and collectively in a community through, for example, worship.	
	Milestones of Learning	
	What is worship and why is it so important to religious people? Why is Sunday a special day for Christians? What happens in Christian worship?	- discuss the days of the week and introduce the idea of certain days being different, e.g. weekends - watch a video of a young child’s experience of their holy day - make a class book contrasting ordinary daily activities with those of a holy day - produce questions to ask lay people or clergy about what they do on Sundays and carry out an interview
What makes a day holy for believers?	- talk about feelings of belonging to a group and group activities they enjoy, and reflect on feelings of being left out - talk/illustrate/write about special times and places and why they are special - learn that churches are important at special times, e.g. Sunday worship, festivals, as a community focus - talk with Christians about the importance of the church and worship - learn that the festivals of Easter and Christmas are special times for worship - visit a church to experience its atmosphere, explore key features and symbols, and to examine decoration, artefacts and clothing, and note the way it appeals to all the senses	



		• reflect on the experience of a church visit, and talk about the atmosphere of the church and their own feelings when there • produce appropriate work as a follow-up to the visit
	Why are artefacts and symbols important to believers?	• introduce the topic of special objects/artefacts through class discussion and examine a selection of souvenirs, e.g. postcards, sea shells, toys, items with “A present from” on them • arrange a memory table. They describe what memories are prompted by a particular item and whether feelings and smells can be remembered • choose some Christian artefacts or symbols and explore the key beliefs and meanings associated with them • discuss why artefacts and symbols are helpful for believers and identify ones they use
	Why are festivals important to believers and how does all this relate to you and your life and experience?	• discuss the difference between ordinary holidays and religious holidays/festivals. They make a time-line or chart to show holidays and festivals over a year • use an artefact to introduce the story of a festival. They tell the story using pictures, photographs and artwork. They use sequencing cards and prediction exercises and discuss the feelings of the characters involved in the story • retell the story of the festival, perhaps using puppets • talk/illustrate/write about personal feelings at times of celebration and compare these with those of believers at festival times
	Assessment - How do Christians express their beliefs in practice?	Link back to Unit 1 Assessment qu. Act out the different ways Christians express their beliefs in practice. Discuss and draw/write the different ways. Explore with the children what we mean by ‘in practice’.



Spring 2	Unit 2b - Easter	
Character Culture Creativity Challenge	Prior Learning and Understanding 'Why here, why now?' Easter mentioned as a Christian celebration in EYFS. Extension of Christmas unit around Jesus being a gift to the world. EYFS - Easter	
	Key Learning Intentions (Skills) Concept – Celebration Disciplinary Strand - Theology	
	Key Learning Intentions (Knowledge) To know that... • what is meant by the idea that something is special or precious • about aspects of Easter including new life and hope through the resurrection of Jesus - and Y2	Key Vocabulary God Angels religious festivals Jesus Easter Cross resurrection Feelings, e.g. hope, love, joy, peace, security, forgiveness
	Overview of outcomes The focus of this unit is the theme of religious celebration through the exploration and experience of Easter. The unit begins with the Easter Day stories TRIP TO MOSQUE	
	Milestones of Learning	
	What is Easter about and why is it so important to Christians?	• revisit discussions about their special people, places and times and examine any changes or additions they would like to make to their lists • discuss experiences of celebrations they enjoy, e.g. birthdays, Christmas, and explain that Easter is an important celebration for Christians • in pairs, take turns acting out a scene of receiving a gift. They discuss how the feelings experienced are different depending on whether they are giving or receiving a gift, and which they prefer and why • think about gifts they can give which cost nothing but can make people such as parents or friends happy
	What are some of the important Christian beliefs expressed through Easter?	• tell a simplified version of the Easter Day story and explain that this is a story about what happened to people after Jesus had died • explore some customs, symbolism and artefacts associated with the Easter story linking these to the pupils' experiences of, e.g. giving and receiving eggs, wearing a cross as a piece of jewellery, eating hot cross buns



	How do the events of Easter make you feel?	• make an Easter Garden • experience the school's Easter celebrations
	Assessment - What symbols do Christians use to represent Easter?	Have a variety of symbols. Can the children identify and sort the symbols of Easter from symbols that do not represent Easter. Can they explain why they are/are not symbols of Easter?



Summer 1	Unit 6 – Ideas about God in Christianity and Judaism	
Character Culture Creativity Challenge	Prior Learning and Understanding ‘Why here, why now?’ Hanukkah unit (Aut 2) introduced Judaism – this unit will build on this knowledge. To understand that different religions can have similar beliefs. That people can express things in the same OR different ways but have the same outcome. EYFS – Started to talk about Sukkot in Judaism	
	Key Learning Intentions (Skills) Concept – Teachings Disciplinary Strand - Theology	
	Key Learning Intentions (Knowledge) To know that... • That Christians and Jewish people believe that God is the creator and sustainer of the Universe • That Christians and Jewish people believe that God is present and active in their everyday lives • That Christians express understanding of God’s nature in concepts such as God as a loving parent and loving friend • That believers talk to God in different ways through prayers • That the Jewish mezuzah contains a key belief in one God which derives from the Torah • That Jewish people have symbols which remind them about God and the nature of their relationship with God	Key Vocabulary God -Creator, Father, sustainer experiences, e.g. mystery, having loving parents/carers; feelings, e.g. love, friendship, wonder, awe, being cared for, thanksgiving.
	Overview of outcomes Pupils are introduced to some Christian and Jewish beliefs about God, the nature of God and the activity of God in the world. Pupils learn why Christians and Jewish people describe God in terms of positive personal qualities and have opportunities to reflect on their own experiences and feelings of love, wonder, awe and mystery.	
	Milestones of Learning	
	What do believers mean when they say that God is the creator of the Universe? Why do Christians and Jewish people think God is like?	• discuss ideas about God, e.g. who they think God is, what God is like/does, where to find God • in pairs, make up some questions they would like to ask God/ someone who knows everything • list ideas about God from people they know and compare these with their own ideas • think about the Christian and Jewish belief that God is the creator of all things, e.g. through listening and responding to the creation stories, making a collage to illustrate the seven day creation, listening to songs, poems and music which describe God as the creator or which explore aspects of the creation, e.g. Rite of Spring (Stravinsky), Morning Mood (Grieg) • reflect on feelings that creation can evoke and how we can care for creation



		• create a nature garden or care for part of the school environment, and/or establish a mystery, awe and wonder corner • write a thank you prayer for the Earth's gifts • identify and reflect on their own gifts and talents and how they might use and develop them
	What does God being active in our everyday lives mean to Christians and Jewish people? What does the concept of God mean to you?	• talk about things we sense and believe to be real but which are abstract, e.g. love, care, concern, truth, etc. • think about and draw/symbolise/describe an abstract concept or feeling • talk about ways in which love is shown to them by parents/adults/ friends and how they show love for others • discuss some Christian ideas about what God is like through stories, e.g. the Lost Sheep, the Lost Son, the Lost Coin • make a collage of examples of loving parenthood and friendship and express feelings about family and friendship in written form
	How do Christians communicate with God?	• talk about the importance of prayer to believers and how prayer is used for different purposes • examine artefacts which help people in prayer, e.g. candles, icons, prayer beads, pictures • introduce the Lord's Prayer and explain why it is important to Christians • introduce a few simple prayers used by Christians and Jewish people, and discuss what they mean and when they would be used
	What reminders of God are important to Jewish people?	• examine a mezuzah and open the scroll containing the Shema • describe the special prayer contained in the mezuzah and place the mezuzah on the doorpost of the classroom to demonstrate how it is used • examine a tallit and a kippah and talk about when they are worn and what purpose they serve • discuss what they have or do that reminds them of something important
	Assessment - How do Christian and Jewish people worship God?	Venn diagram as whole class then individual comparing how Jewish and Christian people worship God. Encourage discussion and understanding of similarities and differences



Summer 2	Unit 7 – Torah and Shabbat	
Character Culture Creativity Challenge	Prior Learning and Understanding ‘Why here, why now?’ Extension of Judaism study to deepen understanding and increase knowledge of practices and beliefs. Year 1 – Unit 6	
	Key Learning Intentions (Skills) Concept – Teachings Disciplinary Strand - Philosophy	
	Key Learning Intentions (Knowledge) To know that... - What the Torah is and why it is special to Jewish people - About the content of the Torah and what it teaches Jewish people about God and how they should live (link to Christian 10 Commandments) - To explore what is of value to them and how they learn how to behave, and to reflect on the guidance which the Torah provides about how to live their lives - About how a Torah scroll is made and what this shows about its importance for Jewish people - That Jewish people have distinctive pattern to the week which is based on a creation story in the Torah and is reflected in their lifestyle - To explain and demonstrate what they have learned about the Torah and how its guidance might help them in their own lives	Key Vocabulary God Holy commandments Judaism scroll, ark yad Sefer Torah Synagogue Simchat Torah Shul Mezuzah Shabbat feelings, e.g. awe, wonder, tranquillity, specialness.
	Overview of outcomes Pupils are introduced to the Sefer Torah (the Torah scroll), which is the focal point of Jewish worship and the source of Jewish teaching, custom and practice. Pupils learn about how the Torah is regarded and treated and why it is so precious to Jewish people. They consider what rules and teachings influence their own lives and what they value.	
	Milestones of Learning	
	What is the Torah and why is it special to Jewish people?	- tell the class about their most precious possession and why it is so special to them - examine a Torah scroll. They learn that this is something very special. They carefully “undress” and examine the scroll and its cover. They discuss key questions: What is the Torah? What can you tell about it from the way it is presented and treated? - watch a video of the Torah being handled and read in the synagogue - discuss the use of the yad and examine it - draw the yad, or design a yad of their own. They write about it and the Torah scroll, and about things they are not allowed to touch at home, explaining why - learn that Jewish people believe that the Torah is God’s way of communicating with them. It is his most precious gift to them introduce and discuss the word “holy”



	What does the Torah teach about God and how believers should live their lives?	• learn that the word “Torah” means “teaching”. They discuss how people find out about God and learn about the link between the Torah and the Bible • discuss how to behave and treat other people, especially at home and school. They learn that the Torah also teaches about these things, and that it has rules or laws for living which shape the lives of Jewish people • find some examples of rules or laws to live by, such as the Ten Commandments (Exodus 20) or Leviticus 19 v 32. They discuss what these mean in practice. They think of other rules for living, for the home and for school
	How do Jewish people reveal that the Torah is important to them?	• examine how the making of a Sefer Torah is in itself an act of devotion. They talk about the work of the scribes who write the scrolls by hand, examine examples of Hebrew writing, and talk about how the letters are formed and that Hebrew is written from right to left • look at a video of Jewish children learning Hebrew in the synagogue • make small scrolls using Hebrew letters as decoration and rules for living as the text look at some cards/pictures displaying the days of the week. They discuss which days are for work and which for rest, why times of rest are important, what makes a rest day a holy day for Jewish people, and what Jewish people do on Friday night • learn that Shabbat is a special day when Jewish people think about God and the importance of family. They discuss how Shabbat is different from ordinary days because of the different routine, special prayers and blessings, candles, bread and wine, time for the family and a break from work • learn how long Shabbat lasts and how it ends. They describe the events of Shabbat through the eyes of a Jewish child
	What do you really believe in and value? What can you learn from the guidance in the Torah about how you should live your life?	• produce a memory map about the Torah, its special status and their feelings/experiences of special books and rules for living • display all the elements of their work in this unit, e.g. in a class book with drawings and writing, photos taken on a visit to a synagogue
	Assessment - Why is the Torah and Shabbat so important to Jewish people?	Discuss the importance of the Torah and Shabbat for Jewish people. Hot seating Drawing and labelling the importance of the Torah and Shabbat