

Spiritual, moral, social, cultural, personal growth and development and community cohesion in order to live in a complex, multi religious and multi secular society underpin all Religious Education.

*‘Some’, ‘many’ to be used instead of all Christians, Sikhs etc. believe to prevent over simplification, stereotyping and prevent misconceptions about religion. To think about what they believe and how this might be different from others and to be able to behave with respect and kindness when others describe what they believe.

Y1 Religious Education	TERM 1		TERM 2A		TERM 3A	
	This little light of mine (Celebrations)		Worship and prayer in Christianity and Hinduism (Worship and Symbols)		Let’s get married! (Rites of passage and ceremonies)	
	Key knowledge Who To know we call people who follow Christianity Christians. To know Christians believe in one God. What To know that Christianity is a religion. To know that Christians worship Jesus and God. To know that the Bible is the Christian special book. To know the Christian religious symbol (cross). To know the cross represents Jesus. To know there are traditions which have special religious meaning e.g. kneeling and putting your hands together to pray. Where To know a church is a sacred place where Christians can worship Jesus and God. To know that churches often have stained glass windows which have pictures from Bible stories. Celebrations To know light is important in the Christian faith because it represents God as the ‘light of the world.’ To know that Advent is the time leading up to Christmas and is an important time of preparation for the church and Christians. To know that the Bible tells the story of the Nativity. To know the basic outline of the Nativity story. Who To know that Jews believe in one God. To know people who follow this religion are called Jews. What To know the Torah is the Jewish holy book of the Old Testament and written on a scroll.	Key skills To be able to identify features of a church. To be able to behave with respect in the church. To be able to recognise, describe and talk about what they have seen or noticed in the church. To be able to describe three basic facts about the Christian religion. Celebrations To be able to share some of their own experience of Christmas celebrations and find out if these are religious or not. To be able to sequence the key stages of the Christmas story. To be able to identify similarities and differences between Christmas and Hanukkah, with specific reference to light. To be able to name the parts of a Christingle and understand what they represent for Christians e.g. red ribbon, the candle and sweets. Key skills Celebrations To be able to identify similarities and differences between Christmas and Hanukkah, with specific reference to light and candles. To be able to sequence the main events of the Hanukkah miracle.	Key knowledge Who To know that Hindus believe in one main god who comes in many forms. To know that Ganesh is a Hindu god/deity with an elephant head. His mother is Parvati. What To know that religions have traditions e.g. prayer. To know that religions have signs called symbols. To know the main events in the story of Ganesh and the cat. Where To know that Hindus can worship at a Mandir. To know that Hindus often make a shrine inside their home to worship at. Worship and symbols To know that the Hindu symbol is Om. To know that the Hindu way of praying is called ‘puja’. To know the puja is a special religious ceremony that takes place in Hindu family homes and has important steps in it. To know that Hindus do not have a special day for worship and rest. Worship and symbols To know that Christians might come together at a church to worship God and Jesus. To know that the Christian day of worship and rest is a Sunday. To know that when Christians pray, they show respect for God and Jesus. To know that when Christians pray, they might ask God for help and forgiveness. To know that Christians believe Jesus died on a cross on Good Friday. To know that Christians believe that Jesus rose from the dead on Easter Monday.	Key skills To be able to talk about people and things that are special to them and to others they know. To be able to use religious and non-religious words to name parts of religious and non-religious traditions and worship. To be able to reflect on and interpret a story to think about what the moral of the story is and what it teaches us about what Hindus believe. To be able to think about our own ideas of what is right or wrong. To be able to remember and retell religious stories and act out the main parts and suggest meanings in the story. To be able to create their own picture of Ganesh from what they have learnt about him. To be able to name, order and talk about their own values with another child or adult according to how important they are to them. Worship and symbols To be able to observe and share the experience of the puja ritual through role play and reflect on these experiences. To be able to observe similarities and differences between religious traditions e.g. Christian prayer and Hindu puja. To be able to describe three basic facts about the Hindu religion. Worship and symbols To be able to explain how Christians might worship God. To be able to explain why and how Christians pray. To be able to explain how Christians might celebrate Easter.	Key knowledge Who To know that Humanists do not believe in any gods. What To know that Humanists believe you can live a good life without being religious. Where To understand that Humanists do not have a place of worship but instead choose to meet in a place they consider special. Rites of passage and life ceremonies To know that marriage is a legal agreement between two people who love one another. To know that many Christians choose to get married by a vicar/father/priest in a church and we call this a wedding. To know that there are traditions in a Christian wedding such as wedding vows in front of the altar and a blessing by the vicar. Rites of passage and life ceremonies To know that marriage is a legal agreement between two people who love each other. To know that many Jewish people are married in a synagogue by a Rabbi. To know that there are traditions in a Jewish wedding. Rites of passage and life ceremonies To know that Humanists can follow their own vows which are not blessed by a God but are based on living a good life. To know that marriage is a legal agreement between two people who love each other. To know that Humanists may choose to have a wedding in any place that has a special meaning to them. To know the person who leads the Humanist wedding service is called the celebrant.	Key skills To be able to experience what it means to be religious and non-religious through drama and music (Barnes Bear marriage) and reflect on those experiences. To be able to use religious and non-religious words and phrases to recognise and name parts of religious and non-religious traditions e.g. veil, cake, vow, ring traditions. Rites of passage and life ceremonies To be able to talk about any weddings/marriages they have been to or have seen. To be able to identify simple differences and similarities between Jewish, Christian and Humanist wedding traditions. To plan and act out a pretend wedding ceremony through role play (Barnes Bear marriage) with Christian, Jewish and Humanist traditions. Rites of passage and life ceremonies To be able to plan and act out a pretend wedding ceremony through role play (Barnes Bear marriage) with Christian, Jewish and Humanist traditions. To be able to identify simple differences and similarities between a Jewish, Christian and Humanist wedding. To use religious and non-religious words and phrases to explain religious traditions in a Christian wedding. Rites of passage and life ceremonies To be able to talk about any weddings/marriages they have been to or have seen. To use religious and non-religious words and phrases to explain religious traditions in a Jewish wedding. To be able to identify simple differences and similarities between Jewish, Christian and Humanist wedding traditions. To plan and act out a pretend wedding ceremony through role play (Barnes Bear marriage) with Jewish, Christianity and Humanist traditions.

	<p>To know that the Torah is special to Jewish people and is treated with care.</p> <p>To know that the star of David is the symbol for Judaism.</p> <p>Where To know that a synagogue is a Jewish place of worship.</p> <p>Celebrations To know that light is important in Judaism.</p> <p>To know that candlelight reminds Jewish people of the miracle of Hanukkah.</p> <p>To know the basic outline of the story of Hanukkah.</p> <p>To know how a menorah is used.</p>		<p>To know that Easter eggs remind Christians of the new life that Jesus was given by God.</p>			
	<p>Personal reflection How is light important to you and how might this be different to what others (some Christians and Jews) may believe?</p>		<p>Personal reflection: What objects are important to you? Are they special for the same reasons as objects are special to other people (like Hindus)?</p>		<p>Personal reflection: What place is special to you? Is it special for the same reasons as a place is special to other people (like Humanists)?</p>	
	<p>Key vocabulary (tier 2) Core: belief differences importance role play similarities different similar</p> <p>Celebrations: candle celebrate light ribbon star world celebration miracle</p>	<p>Key vocabulary (tier 3) Core belief/believe Bible church Christian/Christianity God interpret investigate Jesus religion/religious/non-religious represents respect stained glass windows tradition worship Jew/Jewish/Judaism Old Testament Star of David synagogue Torah</p> <p>Celebrations Advent angel Christingle the Nativity Egypt Hanukkah menorah</p>	<p>Key vocabulary (tier 2) Core cat elephant events recognise remember retell right role play understand wrong</p> <p>Worship and symbols candle family flowers home offering died/dead egg</p>	<p>Key vocabulary (tier 3) Core experience Ganesh god/deity Hindu Hinduism importance interpret role play links moral Parvati reflect religion/religious/non-religious worship</p> <p>Worship and symbols buried cross Easter prayer tomb ceremony incense Mandir om pray/praying puja shrine symbol</p>	<p>Key vocabulary (tier 2) Rites of passage and life ceremonies belief celebration different similar special bride bride groom groom love love music</p>	<p>Key vocabulary (tier 3) Core Humanist/Humanism religion/religious/non-religious</p> <p>Rites of passage and life ceremonies altar blessing bride font groom legal agreement marriage priest/father/vicar vow wedding celebrant legal married/marriage traditions vow wedding hora legal married/marriage rabbi traditions union vow wedding</p>