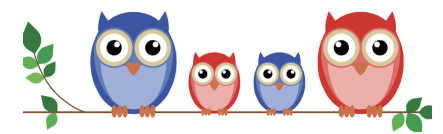


## RE Year 1

### Autumn 1 New life: How is a new child welcomed?

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
How is new life welcomed?	How does baptism welcome a new child into the family of the church?	How do some people choose to dedicate their child in a church?	How do Humanists celebrate new life?	How are foster children welcomed into the family?	How are family members welcomed with or without God?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
It is important to celebrate new life with a welcome. There are different ways of welcoming new life. People have special ceremonies to welcome new family members.	At an infant baptism, a child is welcomed into the church using water. There are important symbols such as water, the cross and a candle. During an infant baptism, parents and godparents make promises for the new child.	Some Christians have a service of dedication for a child. At a service of dedication, the child will be welcomed and named. Promises are made by the parents and sponsors from the church.	Some people choose to have a humanist naming ceremony for their child. The humanist naming ceremony is personal to each family. Humanist guide parents help to look after a child.	Some people welcome new family members. Some children live with foster parents. Some people foster because of their beliefs.	People welcome new family members in different ways. Some families choose to write their own promises. Some families use a religious ceremony to welcome new life.
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
Talking about what is special to people Recognising that people celebrate in different ways Asking simple questions about ceremonies Listening and responding respectfully to others	Retelling parts of a religious ceremony Identifying special objects and symbols Recognising why baptism is important to Christians Sequencing key events	Recognising similarities and differences between ceremonies Describing what happens in a dedication service Understanding that promises are important in religion	Identifying that not everyone follows a religion Describing a non-religious celebration Recognising shared values (care, love, belonging)	Recognising that families are different Talking about belonging and care Making links between belief and action Expressing personal responses	Identifying similarities and differences in belief Giving simple reasons why something is important Talking about their own experiences Beginning to use comparative

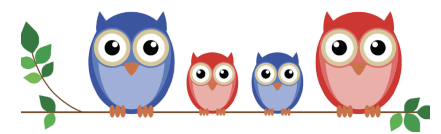


Using simple religious vocabulary	Beginning to explain meaning in simple terms	Using key vocabulary accurately  Making simple comparisons	Comparing religious and non-religious ceremonies  Showing respect for different beliefs	Listening sensitively to others	language (same/different)  Communicating ideas clearly
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Welcome, celebration, ceremony, tradition	Infant baptism Promise Godparent	Dedication, promise, Church family	Humanist, humanism, naming	Fostering, belief, foster parent	Welcome celebration, ceremony, tradition

## RE Year 1

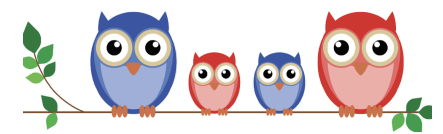
### Autumn 2 Jesus: Why is he so important to Christians?

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What is the story of Christmas?	Does Christmas have a deeper meaning?	Can I show the deeper meaning of Christmas through art?	What is the meaning of the Christingle?	Is Christmas celebrated differently in the UK?	How is Christmas celebrated around the world?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
The Christmas story is known as the Nativity and is a good news story. The angel Gabriel appeared to tell Mary she would give birth to a baby called Jesus. He would be God's son. Jesus was born in Bethlehem. Shepherds attended his birth and wise men from the east visited him some time later. The story of Christmas helps many Christians understand who Jesus is.	Understanding the deeper meaning of the Christmas story can help better understand Christian worldviews. The story of Christmas asserts that Jesus was both a human being and the Son of God. This is called the Incarnation. The Bible describes Jesus as the light of the world because he came to bring hope and understanding to human beings.	Over centuries, the nativity story has been drawn by many artists to express the idea of incarnation. Symbols such as a halo are used to show that Jesus and Mary are holy. The nativity scene can be presented in different ways depending on the cultural background of the artist.	Christingles are used by some Christians in church services leading up to Christmas. The Christingle can be used to symbolise Jesus as the light of the world. Different parts of the Christingle have symbolic meanings. Christingle services are held by a wide variety of Christian churches today and are very popular.	Christmas is the festival where Christians celebrate and remember the birth of Jesus. Churches in the UK often hold special events over Christmas such as Midnight Mass or a carol service. Many Christians will remember that Jesus was born in humble circumstances by giving to charity or volunteering.	Christmas is celebrated across the world in different ways. Many countries have their own traditions linked to their heritage to celebrate Christmas. These traditions may link back to the nativity story and also link to cultural traditions. Christians might have different traditions but they all agree on the same meaning of Christmas.

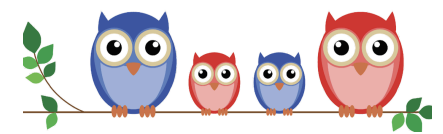


	Many Christians interpret the story of Jesus' birth to show that God is interested in the poor and marginalised.			Christians will also celebrate at home with their families.	
<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>
Retelling a religious story in simple sequence	Beginning to explain what a story means to believers	Interpreting religious images and symbols	Identifying and describing religious symbols	Recognising that people celebrate in different ways	Comparing celebrations in different places
Identifying key characters (Jesus, Mary, Joseph, shepherds, wise men)	Talking about why Jesus is important to Christians	Expressing understanding through drawing or creative work	Explaining what simple symbols represent	Identifying similarities and differences	Recognising shared beliefs across cultures
Recognising that this story is special to Christians	Making simple links between story and belief	Talking about what a picture shows about belief	Making links between object and belief	Talking about how belief affects celebration	Understanding that Christians around the world celebrate Jesus' birth
Using simple religious vocabulary	Expressing their own ideas about meaning	Recognising that art can communicate religious ideas	Using subject vocabulary accurately	Describing simple religious practices (carols, church services)	Using simple comparative language (same/different)
Answering basic who/where/what questions	Listening to others' views respectfully	Explaining their choices in simple sentences	Asking simple questions about symbolism	Making connections to their own experiences	Showing respect for diversity
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Nativity, good news, Jesus Bethlehem	Incarnation, Christmas, poor, nativity	Icon, halo, symbol	Christingle, illuminate, incarnation	Christmas, celebrate, advent, humble	Traditions, christmas, heritage

**RE Year 1**  
 Spring 1 Communities: What does it mean to belong?



Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What does belonging mean?	How can a symbol represent belonging?	What is a faith family?	What does it mean to belong to a Jewish family?	How might a Humanist show belonging?	How do people who have different beliefs show belonging?
<b>Key knowledge taught</b>	<b>Key knowledge taught</b>	<b>Key knowledge taught</b>	<b>Key knowledge taught</b>	<b>Key knowledge taught</b>	<b>Key knowledge taught</b>
<p>People can belong in many different ways. We can belong to a school, a family, a religion, an ethnicity or a club. Belonging may involve wearing special clothes or going to a special place. People do not have to be in the same place to belong to a particular group.</p>	<p>Some people may use symbols or objects to show they belong to a religion or have a particular worldview. Some Christians may wear a cross. Some Christians may have a Bible in their house. Some Jews have a mezuzah on their door post. Some Humanists wear a happy human badge.</p>	<p>Many Christians belong to a wider family called their faith family. Some Christians meet with this family in their homes and at church. A Christian faith family shares a common love for God and Jesus. A faith family can support each other and others in the community they live in.</p>	<p>Jews belong to a religion called Judaism. Shabbat is a weekly Jewish festival that marks the start of a new week. On Shabbat it is usual for a Jewish family to come together. Shabbat is also celebrated in synagogues and connects Jews to the wider Jewish community around the world. Shabbat is the Sabbath for Jews and begins on Friday evening just before sunset and ends on Saturday night after sunset.</p>	<p>Humanists believe that they should be happy and make others happy. Humanists do not believe in God. Some humanists meet with others in groups. They might take action for other people and nature. The 'happy human' shows belonging to humanism.</p>	<p>A community is a group of people who work, live or share interests together. Some Christians wear a cross to demonstrate that they belong to their faith. Most Jews demonstrate community when they share in the tradition of Shabbat. Humanists demonstrate community when they meet together to talk and make plans to improve their community.</p>
<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>
<p>Talking about groups they belong to</p> <p>Recognising that people belong in different ways</p> <p>Describing what makes a group special</p> <p>Listening and responding to others' experiences</p>	<p>Identifying religious and non-religious symbols</p> <p>Describing what a symbol shows</p> <p>Recognising that symbols communicate meaning</p> <p>Making simple links between symbol and</p>	<p>Recognising that some people belong to religious communities</p> <p>Naming places of worship</p> <p>Describing what happens when believers meet together</p> <p>Talking about how faith communities</p>	<p>Learning about Jewish practices (e.g. Shabbat)</p> <p>Sequencing simple events in a religious celebration</p> <p>Recognising why practices are important to believers</p> <p>Identifying similarities and differences with</p>	<p>Recognising that not all communities are religious</p> <p>Describing how shared values create belonging</p> <p>Comparing religious and non-religious groups</p> <p>Expressing respectful opinions</p>	<p>Identifying similarities and differences between communities</p> <p>Giving simple reasons why practices matter</p> <p>Using comparative language (same/different/both) groups</p> <p>Talking about how beliefs influence actions</p>

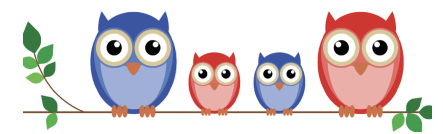


Using simple vocabulary linked to belonging	belief Asking simple questions about artefacts	support people Making simple connections between belief and belonging	their own lives Using subject-specific vocabulary accurately	Using new vocabulary in context	Showing respect for diversity
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Belonging, family, community, belong	Symbol, belong, mezuzah	Faith, family, Christian, belong	Jew, shabbat, kiddush, community	Humanist, symbol, belonging	Community, Christian, Jew, Humanist

## RE Year 1

### Caring: How do stories inspire actions?

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
Can I explore the idea of care?	Can I explain the story of the Good Samaritan?	Can I relate the story of the Good Samaritan to caring today?	Can I explore the story of Muhammad and The Hungry Stranger?	Can I relate the story of Muhammad and The Hungry Stranger to caring today?	Can I show how faith can inspire others to care?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
Caring is looking after other people. Caring is important when people are suffering. Religions and beliefs teach about the importance of caring.	Many Christians believe Jesus taught that loving God and loving your neighbour was the greatest commandment. Many Christians believe Jesus told the parable of the Good Samaritan to teach about loving your neighbour. One message of the parable is that everybody is our neighbour.	Many Christians try to put the message of the Good Samaritan into practice by caring for their neighbours. Their neighbours are people of all religions and no religion. Christians may show care today by supporting food banks and helping the homeless.	The Prophet Muhammad taught that caring for the poor was an important responsibility. The story of the Hungry Stranger tells how he was cared for. The message of the story is about putting other people first.	Muslims try to put Prophet Muhammad's teachings into practice by caring for the poor. Muslims show care today by supporting people in need.	All religions and beliefs teach the importance of caring for those in need. Religious and non-religious people can work together to care. Religions working together is called interfaith work.

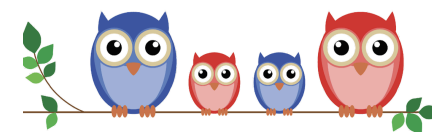


Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
Talking about what caring means	Retelling a religious story in sequence	Making links between religious stories and actions	Listening to and retelling a story from another faith	Making links between belief and action	Identifying similarities across religions
Giving examples of caring actions	Identifying key characters	Giving simple reasons why Christians try to care for others	Recognising key messages about responsibility	Giving examples of how Muslims show care	Understanding that beliefs influence actions
Listening to others' ideas about kindness	Recognising the message of a parable	Identifying examples of care in modern life	Identifying similarities with other stories of care	Recognising that different religions teach similar values	Talking about how people work together to help others
Making simple links to their own experiences	Explaining in simple terms what the story teaches	Using comparative language (then/now, same/different)	Showing respect when learning about different beliefs	Talking about charity and helping others	Using new vocabulary accurately
Using new vocabulary in discussion	Answering basic comprehension questions	Expressing personal responses	Using simple subject vocabulary	Explaining ideas in simple sentences	Expressing respectful opinions
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Caring , kindness - suffering -	Parable, neighbour, commandment	Foodbank, Christian, homeless	Responsibility, stranger, sacrifice	Poor, community, charity	Relief, volunteer, interfaith

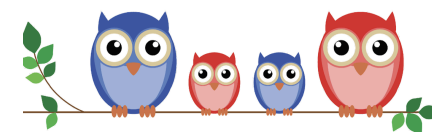
## RE Year 1

### Summer 1 Stories: How do different people find deeper meaning?

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
Can I explore stories and deeper meanings?	Can I explore the deeper meaning of the story of the Lost Son?	Can I explore the deeper meaning of the Parable of the Lost Son: hidden meanings?	Can I explore the deeper meaning of the Muslim stories: the Crying Camel?	Can I explore the deeper meaning of the Muslim stories: The Ants?	Can I explore the deeper meaning of the story of the Starfish Thrower?

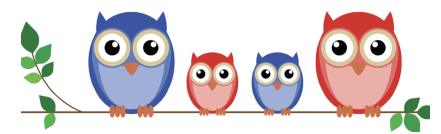


Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
<p>People often learn lessons through hearing stories. Many stories may have deeper meanings. An example of a story with a deeper meaning is the Story of the Boy Who Cried Wolf.</p>	<p>Jesus taught using parables. Parables are stories with a deeper meaning. An example of a parable is the Parable of the Lost Son. The Parable of the Lost Son tells the story of father with two sons.</p>	<p>For many Christians, the Parable of the Lost Son teaches them about what God is like. Many Christians interpret the parable as meaning that God welcomes everyone back, even when they have made mistakes. The parable also mentions an older brother who was envious of his younger brother. We can look for the hidden meanings in the Parable of the Lost Son so we can better understand Christian worldviews.</p>	<p>The Prophet Muhammad taught using stories with a deeper meaning. Many are recorded in the hadith, which is a collection of his sayings and stories. The Prophet told a story of a camel who cried because he was overworked. The deeper meaning of this story for many Muslims is to have compassion for animals.</p>	<p>The story of the Prophet and the Ants tells of how the insects were suffering because of a fire. The fire had been lit by the Prophet's companions. He told them that the ants were Allah's creatures and should be cared for. Many Muslims interpret the story to have a deeper meaning about caring for all living beings.</p>	<p>Some humanists use stories to explain their beliefs. Many humanists believe that everyone has responsibility to make a difference. The story of the Starfish shows that even one person can make things better. We can look for the hidden meanings in stories so we can better understand someone's worldview.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
<p>Recognising that stories can teach lessons</p> <p>Talking about what a story might mean</p> <p>Identifying the main message of a story</p> <p>Making simple links to their own lives</p> <p>Listening and responding to others' ideas</p>	<p>Retelling a Christian parable in simple sequence</p> <p>Identifying key characters and events</p> <p>Recognising that Jesus told stories to teach lessons</p> <p>Beginning to suggest what the story teaches</p> <p>Using simple religious vocabulary</p>	<p>Looking for hidden meanings in a story</p> <p>Explaining what the parable teaches about forgiveness</p> <p>Making links between story and Christian beliefs about God</p> <p>Giving simple reasons for their ideas</p> <p>Comparing characters' choices</p>	<p>Listening to and retelling a story from Islam</p> <p>Recognising key messages (e.g. compassion)</p> <p>Identifying similarities with other stories</p> <p>Showing respect for different religious traditions</p> <p>Using new vocabulary in context</p>	<p>Identifying what the story teaches about caring for others</p> <p>Making links between belief and behaviour</p> <p>Comparing stories from different religions</p> <p>Talking about responsibility in simple terms</p> <p>Expressing thoughtful responses</p>	<p>Recognising that stories can inspire actions</p> <p>Identifying the moral or lesson of a story</p> <p>Comparing religious and non-religious stories</p> <p>Explaining ideas in simple sentences</p> <p>Making personal connections</p>
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Fable, deeper meaning	Parable, lost, forgive	Father, equal, envious	Health, overworked, compassion	Suffering, companions, creature	Humanist, responsible, improve



## RE Year 1 Summer 2 Places of worship: What makes them sacred?

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What does it mean to belong to a church?	Are all churches the same?	What does it mean to belong to a mosque?	How do mosques differ?	What does it mean to belong to an Orthodox synagogue?	How do Orthodox synagogues differ?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
<p>A place of worship is somewhere sacred to a believer.</p> <p>A church is a sacred place for Christians. Christians might show belonging to a church by singing, praying and spending time with other Christians.</p>	<p>There are a range of different churches where Christians worship.</p> <p>Some churches were originally built as churches; others have been converted from a previous use.</p> <p>Many churches have a cross to help Christians remember Jesus.</p> <p>Churches are about people as much as buildings.</p>	<p>Many Muslims are part of the mosque community.</p> <p>Different events take place at the mosque, but prayer is the most important.</p> <p>Friday is a sacred day in a mosque.</p>	<p>There are a range of different mosques in the UK and around the world.</p> <p>Some mosques may have features like minarets and domes, others will look quite different.</p> <p>All mosques have places for Muslims to pray and to show the direction of Makkah.</p>	<p>Many Jews belong to a synagogue.</p> <p>Special events and prayers are held in an Orthodox synagogue.</p> <p>Jews show they belong to the Orthodox synagogue in different ways.</p>	<p>Some synagogues are purpose built and some have been changed into synagogues.</p> <p>All synagogues will have an ark to house Torah scrolls.</p> <p>There are similarities and differences between synagogues.</p> <p>However, they are all places for the Jewish community.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
<p>Identifying a place of worship</p> <p>Talking about what happens in a church</p> <p>Recognising that churches are special</p>	<p>Spotting similarities and differences between churches</p> <p>Describing features (cross, altar, pews)</p>	<p>Identifying a mosque as a Muslim place of worship</p> <p>Talking about prayer and community</p>	<p>Describing features such as domes and minarets</p> <p>Recognising that mosques can look different</p>	<p>Identifying a synagogue as a Jewish place of worship</p> <p>Talking about prayer and special events</p>	<p>identifying key features such as the ark and Torah scrolls</p> <p>Recognising similarities and differences between</p>



<p>to Christians</p> <p>Using simple religious vocabulary (church, worship, belong)</p> <p>Sharing their own experiences of belonging</p>	<p>Understanding that buildings can change over time</p> <p>Asking simple questions about sacred places</p> <p>Comparing different examples</p>	<p>Recognising that Friday is special for Muslims</p> <p>Using simple vocabulary (mosque, prayer, Muslim)</p> <p>Making links between belonging and actions</p>	<p>Identifying the prayer space and direction of Makkah</p> <p>Comparing mosques to churches</p> <p>Noticing similarities and differences</p>	<p>Recognising that belonging can be shown in different ways</p> <p>Using simple vocabulary (synagogue, Jewish, prayer)</p> <p>Making simple connections between people and places</p>	<p>synagogues</p> <p>Understanding that synagogues support the Jewish community</p> <p>Comparing places of worship across religions</p> <p>Beginning to explain why places are sacred</p>
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Worship, sacred, belong	Church, worship, cross	Mosque, Jummah prayer. Salah. community	Mosque, minaret, pray or prayer	Synagogue, shabbat, kippah, tallit	Ark, Torah, worship, synagogue