

Religious Education (R.E.) - Key Stage one

<u>Pupils should be taught to:</u>	<b>How we do this in Y1</b>	<b>How we do this in Y2</b>	<u>CRM</u>	<u>Vocabulary</u>	<u>Notes and resources</u>
<p>A1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p>	<p>Y1 will be introduced to this theme by:</p> <p>Eid Ul Fitr Does celebrating Eid Ul Fitr make Muslim children feel close to Allah?</p>	<p>This is made more challenging in Y2 by:</p> <p>Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks?</p>	<p><b>Yr1</b> Stage 1 Religious Knowledge he/she can describe simple similarities in between religious beliefs and ideas.</p> <p><b>Yr2</b> Stage 2 Religious Knowledge he/she can recognise symbols and other verbal and visual forms of</p>	<p>Yr1 <b>Celebrations, beliefs, Christmas, Eid ul Fitr, Easter Vaisakhi, Diwali Shabbat, Pillars, Hajj, Faith, Prayer, Hajj (pilgrimage to Mecca) Zakat (charity), Shahada (faith), Sawm (fasting) Salah (prayer)</b></p> <p>Yr 2 <b>Halal kosher Bible Exodus</b></p>	<p>Children should be able to make links between what celebrations and festivals mean. Listen to stories and understand what they mean.</p> <p>Go to a place of worship and take pictures and discuss some of the symbols seen.</p>

			religious expression.	<b>Moses</b> <b>Jew</b> <b>Sedar plate</b> <b>Passover food</b> <b>charoset</b> <b>bitter herbs</b> <b>parsley</b> <b>horseradish</b> <b>Pesach</b> <b>Hebrew</b> <b>Plagues</b> <b>Slaves</b> <b>Pharoah</b> <b>Matzah</b> Children should be encouraged to use the above vocabulary during RE lessons	
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the	Y1 pupils will meet this learning objective  Creation Story  Key Question: Does Allah want Muslims to look after the world?	Y2 pupils will meet this learning objective through  What did Jesus teach?  Key Question: Is it possible to be kind to everyone?	<b>Yr1</b> Stage 1 Can children tell you how Muslims believe the world was created?  <b>Yr2</b> Stage 2 Can	<b>Yr 1</b> <b>Creation</b> <b>Creator</b> <b>World Beliefs, Christians</b> <b>Muslim</b>  <b>Yr 2</b> <b>Kind</b>	In year 1 children should understand the creation story and what this means to Christians and the creation story told by Muslims. They compare stories and understand its meaning to people of the world  By the time the children revisit Christian stories in year 2 they should identify the values which different characters show

<p>traditions from which they come.</p>			<p>children retell and explain a story about Jesus showing kindness?</p>	<p><b>actions</b> <b>consequences</b> <b>Parable</b> <b>Samaritan</b> <b>Paralysed</b> <b>Healing</b> <b>Miracle</b> <b>morals</b></p>	<p>and identify the religion it is from.</p> <p><a href="#">Charlie and Blue Ask about Allah and Creation - TrueTube</a></p>
<p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>Y1 pupils will meet this learning objective</p> <p>Eid _ul Fitr</p> <p>Key Question: Does celebrating Eid Ul Fitr make Muslim children feel close to Allah?</p>	<p>Y2 pupils will meet this learning objective through</p> <p>Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p>	<p><b>YR1</b></p> <p>Stage 1 Can children explain why Eid Ul fitr is an important celebration in the Islamic calendar?</p> <p><b>YR2</b></p> <p>Stage 2 Can children describe some ways Jewish show commitment to God?</p>	<p><b>Yr 1</b> <b>Celebrations, beliefs, Christmas, Eid ul Fitr, Easter</b> <b>Vaisakhi, Diwali</b> <b>Shabbat, Pillars, Hajj, Faith, Prayer, Hajj (pilgrimage to Mecca) Zakat (charity), Shahada (faith), Sawm (fasting) Salah (prayer)</b></p> <p><b>Yr2</b></p>	<p>Teachers should encourage children to use religious vocabulary during their answers, and be reflective. Pupils should look for symbolism in two different religions eg water, light ,prayer and discuss similarities and differences</p> <p>Possible questions teachers could ask:</p> <ul style="list-style-type: none"> <li>➤ Why is Eid ul Fitr important to a person of Muslim faith?</li> <li>➤ Why is bar Mitzvah important to a person of a Jewish faith?</li> <li>➤ Is water an important symbol for Muslims and for Jews?</li> <li>➤ Is prayer an important symbol for Muslims and for Jews?</li> <li>➤ Can you compare what this importance is?</li> </ul>

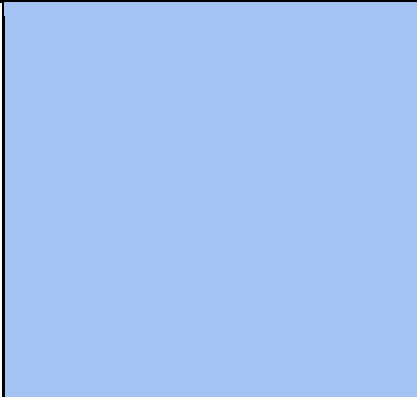
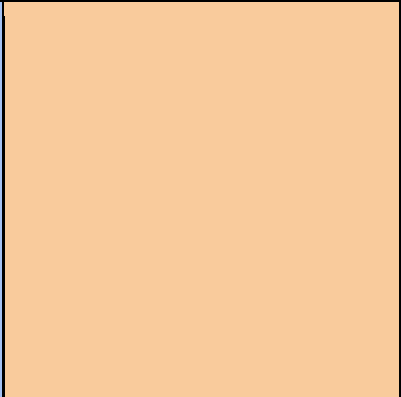
			<p>Stage 2 Can children discuss a Jewish practice in detail?</p>	<p><b>Milestone</b> <b>Ten commandments</b> <b>Moses</b> <b>Bar/bat mitzvah</b></p>	
<p><b>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</b></p>	<p>Pupils will be taught about practices by discussing:</p> <p>Theme: Eid _ul Fitr Key Question: Does celebrating Eid Ul Fitr make Muslim children feel close to Allah?</p>	<p>This gives Y2 pupils the chance to enhance their understanding of beliefs and practices</p> <p>Theme: What is the best way for a Jew to show commitment to God?</p>	<p><b>YR1</b> Stage 1 Religious Knowledge he/she can describe simple similarities in between religious beliefs and ideas.</p> <p><b>YR2</b> Stage 2 Religious Knowledge he/she can suggest meanings for religious actions and symbols and</p>	<p><b>Yr 1</b> <b>Celebrations, beliefs, Christmas, Eid ul Fitr, Easter Vaisakhi, Diwali Shabbat, Pillars, Hajj, Faith, Prayer, Hajj (pilgrimage to Mecca) Zakat (charity), Shahada (faith), Sawm (fasting) Salah (prayer)</b></p> <p><b>Yr 2</b> <b>Milestone</b> <b>Ten commandments</b> <b>Moses</b></p>	<p>Children need to have a strong understanding of</p> <p>Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all</p> <p><a href="#">Eid ul-Fitr - TrueTube</a></p> <p>Can links be made with other religions when teaching these two topics?</p> <p>Introduce chn to the fact some people have an approach to life based on reason and common humanity, recognising that moral values are properly founded on human nature. Introduce humanists</p>

			notice similarities between religions.	Bar/bat mitzvah	
B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	<p>Children will be taught about the Christian festival of Christmas</p> <p>Key Question: What gift would I have given to Jesus if he had been born in my town, not in Bethlehem?</p>	<p>Year 2 will extend their understanding of the Christian Festival Easter</p> <p>Easter - resurrection</p> <p>Key Question: Is it true that Jesus came back to life again</p>	<p><b>YR1</b> Stage 1 Can children retell some of the Christian story including the gifts given to baby Jesus?</p> <p><b>YR2</b> Stage 2 Can children retell the Christian Easter story and say why it is important?</p>	<p>All vocabulary linked to Easter</p> <p><b>Yr 1</b> <b>Christmas</b> <b>Christians</b> <b>Gifts</b> <b>Jesus</b> <b>Mary</b> <b>Wise men</b></p> <p><b>Yr2</b> <b>Heaven</b> <b>Life after death</b> <b>Traitor</b> <b>Crucifixion</b> <b>Forgiveness</b> <b>Sins</b> <b>resurrection</b></p>	<p>Pupils should find out about the Christian festival of Easter-</p> <p>Teachers should continually use the correct religious vocabulary and encourage the children to do so in their explanations.</p> <p><b>Links for teaching:</b></p>
B3. Notice and respond sensitively to some similarities between different	<p>Children will have the opportunity to meet this learning objective by:</p> <p>Shabbat</p> <p>Key Question: Is Shabbat important</p>	<p>Children will have the opportunity to meet this learning objective by:</p> <p>Rites of Passage</p>	<p><b>Y1</b> Stage 1 Religious Knowledge he/she can use religious words</p>	<p><b>Yr 1</b> <b>Jewish</b> <b>Shabbat</b> <b>Ceremony</b> <b>Blessing</b> <b>Prayer</b></p>	<p>This lends itself to children looking at photos or a list of religious items they have encountered in key stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion</p>



<p>religions and worldviews.</p>	<p>to Jewish children?</p>	<p>Key Question: What is the best way for a Jew to show commitment to God?</p>	<p>and phrases to identify some features of religion and its importance for some people.</p> <p><b>Y2</b> Stage 2 Can children describe some ways Jewish show commitment to God?</p>	<p><b>share Synagogue</b></p> <p><b>Year2 Milestone Ten commandments Moses Bar/bat mitzvah</b></p>	<p>Use artefacts in RE cupboard to provoke discussion in class. Choose Jewish items and items from one other faith. Ask children to sort and perhaps draw. Explain their importance to that faith ( over 2 lessons)</p>
<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry..</p>	<p>Christmas Story</p> <p>Key Question: What gift would I have given to Jesus if he had been born in my town, not in</p>	<p>Key question: Is it possible to be kind to everyone all the time?</p>	<p><b>Y1</b> Stage 1 Can children retell some of the Christian story including the gifts given to baby Jesus?</p> <p><b>Y2</b> Stage 2 Can children give a reason why Christians</p>	<p><b>Yr 1 Christmas Christians Gifts Jesus Mary Wise men</b></p> <p><b>Yr 2 Kind actions consequences Parable Samaritan Paralysed</b></p>	<p>Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion</p> <p>Linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry using a story or a video clip of children asking questions about God as a stimulus.</p> <p>Year 2 explore symbols of love. Make it more general about symbols eg heart,prayer,worship and then relate to wisemen bringing gifts.What gifts did they</p>

			believe God gave Jesus to the world?	<b>Healing Miracle morals</b>  <b>Reflection Birth, Stable,</b>	bring ?why? What does this show about this baby? Reflect back to was this baby going to do something for the world?
C2. Find out about and respond with ideas to examples of co-operation between people who are different	Understand the importance of Shabbat Key Question: Is Shabbat important to Jewish children?	Understand the importance of How important is it for Jewish people to do what God asks them to do?	<b>Yr 1</b> Stage 1 Can children explain why Shabbat is important to people of the Jewish faith ?  <b>Y2</b> Sedar meal Exodus Symbols Passover Mezuzah Shakrat	<b>Yr 1 Jewish Shabbat Ceremony Blessing Prayer share</b>	Children discuss and apply ideas from different religious  Pupils notice and talk about the fact that people come from different religions, responding to the questions- 'How can we tell? How can we live together when we are all so different?'
C3. Find out about questions of right and wrong and begin to express their ideas and	Jesus as a friend  Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	What did Jesus teach?  Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	<b>Yr 1</b> Stage 1 Can children explain how Jesus may have found it hard to show	<b>Yr 1 Bible Zaccheus Friendship Opinion</b>	Children can ask questions about goodness, and write sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean

<p>opinions in response.</p>			<p>friendship?</p> <p><b>Yr2</b>            Stage 2 Can children retell and explain a story about Jesus showing kindness?</p>	<p><b>Yr2</b>  <b>Actions</b>  <b>Consequences</b>  <b>Parable</b>  <b>Kind/unkind</b>  <b>Miracle</b>  <b>Disciples</b>  <b>Morals</b>  <b>faith</b></p>	
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