





## Religious Education Long Term Plan Hadrian Y1

| Y1 Religious Education   |   |  |  |  |
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| Benchmark Expectations by Age 7  |   |  | Key Links  |  |
| <p>Knowledge and understanding - Pupils will:</p> <ul style="list-style-type: none"> <li>• have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary</li> <li>• have simple knowledge of why these beliefs and practices may be important to people</li> <li>• have simple knowledge of some of the similarities and differences between and within the religious and non religious worldviews they learn about</li> </ul> <p>Critical thinking - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p> |   |  | <p style="text-align: center;"> <a href="https://www.reonline.org.uk/">https://www.reonline.org.uk/</a><br/> <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a><br/> <a href="https://school-learningzone.co.uk/key_stage_two/key_stage_two.html">https://school-learningzone.co.uk/key_stage_two/key_stage_two.html</a> </p> |  |
| Topics   |   | Benchmark expectations   | Key skills   | Key Vocab  |
| Autumn 1   | <p>What can we learn about Christianity from visiting a church?</p> | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• recognise and name some features of a church eg cross, altar, pew, window</li> <li>• recognise and name some ways in which Christians worship in the church on Sunday eg prayer,</li> </ul> | <ul style="list-style-type: none"> <li>• Drawing meaning from artefacts, art, poetry and symbolism</li> <li>• Identify key religious practices</li> <li>• Ask relevant questions</li> <li>• Suggest meaning of religious texts (The Creation Story)</li> <li>• Developing a personal interest and curiosity in puzzling items / symbols</li> </ul>     | <p>Church / Sunday/ Bible / cross / hymns / pulpit / worship / God / alter / vicar / candles / creation / Christians /</p> |

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|  |  | <p>hymns, Bible reading</p> <ul style="list-style-type: none"> <li>· recognise some of the ways a vicar leads Sunday worship</li> <li>· recall the Christian story of Creation</li> <li>· recognise some features of a church Harvest festival</li> <li>· talk about what they find interesting or puzzling in a church</li> </ul> |  | <p>Jews / pew / prayer / Harvest / world</p> |
| <p>Progression</p>                  | <p>This unit introduces pupils to Christianity by giving them the opportunity to visit a local church, reflect on the atmosphere in the church, and learn about how the church is used for Sunday worship. They will find out about the special role of the vicar. Pupils will also be introduced to special times in the church through the festival of Harvest. This unit will build on any previous work on Harvest and the church at the Early Years Foundation Stage.</p> |  |  |  |
| <p>Teacher Subject Knowledge</p>  | <p>Knowledge - know features of a church / what happens during Christian worship during a Sunday service / knowledge of Harvest Festivals and how they are celebrated in a church</p>  |  |  |  |
| <p>Cross Curricular Links</p>  | <p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about visiting a church. They will have the opportunity to reflect on their own feelings about being quiet, being in a special place. This work contributes to pupils' own personal development (SMSC</p>   |  |  |  |



development) but should not be assessed.

Autumn 2




Why are gifts given at Christmas?


By the end of this unit most pupils should be able to:



- understand what precious means and discuss what is of value to them and explain why
- retell the story of Jesus' birth and know which gifts were given to Jesus and the symbolism associated with each gift.
- to understand the significance of giving and receiving gifts for Christians
- to compare the importance of 'invisible' gifts to the physical ones
- understand that Christians believe that Jesus is God's son and His gift to the world / that Jesus' birth is important to Christians as they believe He brought love, hope, peace, joy, happiness and safety to the world

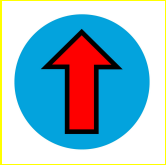
- Asking relevant questions
- Thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices
- Suggesting meanings of religious texts
- Identifying key religious values and their interplay with secular ones
- Giving an informed opinion and expressing a personal viewpoint
- Start to develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow

Christian /  
Nativity /  
symbolic /  
gold /  
Christmas /  
Jesus / Mary /  
frankincense /  
precious /  
God / Joseph  
/ myrrh

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|   |  | <ul style="list-style-type: none"> <li>· give their views and simple reasons to questions raised through learning about this topic e.g. Is it a good idea to show love and friendship at Christmas time? Why did the three wise men give gifts to Jesus?</li> </ul> |  |  |
| <p>Progression</p>                 | <p>This unit builds on work from EYFS. It will develop the understanding of the beliefs and teachings in Christianity, through exploring how and why Christians give gifts at Christmas.</p>   |   |  |  |
| <p>Teacher Subject Knowledge</p>  | <p>Knowledge - know the Nativity story / know symbolism of gifts given to Jesus / know the qualities that Christians believe Jesus brought to the world</p>  |   |  |  |
| <p>Cross Curricular Links</p>    | <p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about giving gifts at Christmas. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> |   |  |  |

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| Spring 1  | How and why the home life is important in Jewish life (focus Shabbat)?   | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> <li>· recall the Jewish Creation story</li> <li>· know that Shabbat is an integral part of Jewish life and how this event is celebrated</li> <li>· role play events of the Shabbat meal using technical vocabulary</li> <li>· identify a mezuzah / know the importance of the Shema prayer</li> <li>· know the story of Passover and the symbolism of the Sedar plate</li> <li>· know who Moses was and his significance.</li> <li>· give their views and simple reasons to questions raised through learning about this topic e.g. Who made the World?</li> </ul> | <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Suggesting meanings of religious texts</li> <li>• Drawing meaning from artefacts, art, poetry and symbolism</li> <li>• Interpreting religious language</li> <li>• Giving an informed opinion and expressing a personal viewpoint</li> <li>• Distinguishing between the features of different religions</li> </ul> | <p>God /<br/>Shabbat /<br/>Sedar plate /<br/>synagogue /<br/>Mezuzah /<br/>Shema Prayer<br/>/ slave /<br/>Passover /<br/>Moses / rabi</p> |
| <p><b>Progression</b></p>  | <p>This unit introduces children to some of the basic beliefs and teachings in Judaism, through exploring how important home life is for the Jewish community.</p> |   |  |   |

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| <p>Teacher Subject Knowledge</p>  | <p>Knowledge - Jewish Creation story / significance of Shabbat / preparations for Shabbat / what happens during the celebration of Shabbat and the symbolism of these events / understand the significance of a mezuzah and the Shema prayer / the story of Passover / know what a Seder plate is and the symbolism of the foods eaten from it / story of Moses</p> |  |   |   |
| <p>Cross Curricular Links</p>     | <p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about Jewish home life. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p>   |  |   |   |
| <p>Spring 2</p>  | <p>What is the Easter story?</p>  | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> <li>· to understand various emotions and reflect on what makes them feel these emotions</li> <li>· to sequence the Easter story and know that this story is the focus for the celebration of Easter / to identify and write about the sad / happy aspects of the story</li> <li>· to identify symbols of Easter and suggest what they mean and why</li> </ul> | <ul style="list-style-type: none"> <li>• Considering the thoughts, feelings, experiences, beliefs, attitudes and values of others</li> <li>• Drawing meaning from artefacts, art, poetry and symbolism</li> <li>• Identifying key religious values and their interplay with secular ones</li> <li>• Giving an informed opinion and expressing a personal viewpoint</li> <li>• Start to think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs</li> </ul> | <p>Christian / symbol / Jerusalem / tomb / Easter / Jesus / cross / Mary Magdalene / crucifixion / God / disciple</p> |

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|  |   | <p>they matter</p> <ul style="list-style-type: none"> <li>· to know why the symbol of the empty cross is significant for Christians</li> <li>· to know that Easter is a special time for Christians / to know some ways Christians celebrate this special time</li> <li>· give their views and simple reasons to questions raised through learning about this topic e.g. Why did Judas betray Jesus? Should Jesus forgive Judas?</li> </ul> | <p>and practices</p> <ul style="list-style-type: none"> <li>• Developing a personal interest and curiosity in puzzling, searching and challenging questions</li> </ul> |  |
| <p>Progression</p>  | <p>This unit will build on previous work about Easter from Early Years Foundation Stage</p>   |   |  |  |
| <p>Teacher Subject Knowledge</p>   | <p>Know the story of Easter (sequence the events in chronological order) / know the various symbols associated with Easter and their meaning for Christians / know how Christians celebrate Easter both at home and in church.</p>          |   |  |  |
| <p>Cross Curricular Links</p>  | <p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about the story of Easter. This work contributes to pupils' own personal development (SMSC</p> |   |  |  |



development) but should not be assessed.

Summer 1

What do Muslims celebrate?




By the end of this unit most pupils should be able to:

- Understand the importance of the Prophet Muhammad and retell the story of The Prophet Muhammad and the Spider's Web
- order the story of Moses and understand the significance of this story (compare and contrast with Jewish version)
- understand the importance of Mawlid al-Nabi and reflect on things which they are thankful for
- read a passage from the Qur'an and interpret the meaning
- know some of the ways Eid al-Fitr is celebrated
- understand the importance of the Hajj and know the events





- Ask relevant questions
- Identifying key religious values
- Suggesting meanings of religious texts
- Distinguishing between the features of different religions
- Giving an informed opinion and expressing a personal viewpoint
- Thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices
- Start to make the association between religions and individual, community, national and international life

Allah / Mawlid al Nabi / Fasting / mosque / Prophet Muhammed / Ramadan / Eid al Fitr / pilgrimage / Day of Ahsura / Moses / Quran / Mecca



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|   |   | <p>which take place during this pilgrimage</p> <ul style="list-style-type: none"> <li>· give their views and simple reasons to questions raised through learning about this topic e.g. Who made the World? Why do people give to charity? Why should we think of others?</li> </ul> |  |  |
| <p>Progression</p>                 | <p>This unit introduces children to some of the basic beliefs and teachings in Islam by introducing them to the Prophet Muhammad, the five pillars of Islam (Hajj) and through exploring how and why Muslims celebrate various events throughout the year.</p>  |   |  |  |
| <p>Teacher Subject Knowledge</p>  | <p>Knowledge - know the foundations of the Muslim religion and the role of the Prophet Muhammad / the life of the Prophet Muhammad / the Islamic New Year and how it is celebrated / know about the Day of Ashura and its relationship to the story of Moses / features of a mosque / know what happens during Ramadan and its significance to Muslims / know about Mawlid al-Nabi the birthday of the Prophet Muhammad / how Eid al-Fitr is celebrated and why / what the fifth pillar of Islam is and how Muslims undertake this sacred journey</p> |   |  |  |
| <p>Cross Curricular Links</p>    | <p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about what Muslims celebrate. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p>   |   |  |  |

| Summer 2    | Why is Jesus special to Christians?   | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> <li>· state that Christians see Jesus as special and link to the birth of Jesus</li> <li>· know that Jesus travelled around telling people about God</li> <li>· retell the story of The Lost Sheep</li> <li>· know that Jesus befriended Zacchaeus and Zacchaeus changed his life and became kind</li> <li>· Jesus showed power by calming the storm, healing a paralysed man (retell one of these stories)</li> <li>· recognise how Jesus is shown as special in pictures/statues/icons</li> <li>· know that Christians believe Jesus is God's son</li> <li>· ask questions, give their own view and simple reasons to back up this view.</li> </ul> | <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Knowing how to use different types of sources as a way of gathering information</li> <li>• suggesting meanings of religious texts</li> <li>• Giving an informed opinion and expressing a personal viewpoint</li> <li>• Start to think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices</li> <li>• Drawing meaning from artefacts, art, poetry and symbolism</li> <li>• Begin (with support) to pursuing a line of enquiry or argument</li> </ul> | Jesus / nativity / power / statue / God / parable / icon / Bethlehem / miracle / forgiveness |
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| Progression | This unit will build on previous work about Jesus from Early Years Foundation Stage (e.g. Christmas, Easter). |  |  |  |

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| <p>Teacher Subject Knowledge</p>  | <p>Knowledge - know the birth story of Jesus / know how he gathered his Disciples and how together they taught people about God / know the meaning of various parables Jesus told and their significance for Christians then and today / know the story of Zacchaeus and its meaning for Christians and know they live their lives / know what a miracle is and some of the miracles Jesus performed / know how to hold a Community of Enquiry / know how Christians see Jesus as special.</p> |   |   |  |
| <p>Cross Curricular Links</p>     | <p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about why Jesus is special to Christians. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> <p>Art</p>   |   |   |  |
| <p>Education for a Connected World (Throughout the year)</p>   |  | <ul style="list-style-type: none"> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul> |  |
| <p>Key texts</p>                | <p>Bible - Various passages used in a Sunday service / Creation story / birth stories / Easter story / The Lost Sheep / The story of Zacchaeus / various other parables</p> <p>Qur'an - The Prophet Muhammad and the Spider's Web / the story of Moses</p> <p>Torah - Creation story / Passover story</p>  |   |   |  |