



### **Year 1 - Religious Education - Programme of Study**

Religious Education (RE) is a core subject and an integral part of our curriculum. We are dedicated to providing high quality RE teaching and learning opportunities to reflect the importance of RE within our school. Current Excellent and Good SIAMS (Statutory Inspection of Anglican and Methodist Schools) reports show that each of the schools deliver, within a Christian context, the best educational, spiritual, physical, social and emotional outcomes for children and their families. Each year group has a wide range of exciting and thought-provoking topics that are studied throughout the year, within Christianity (based around 'Understanding Christianity'), as well as units of learning about other faiths.

Our programme of study is in conjunction with the diocesan syllabus and is committed to an approach to teaching RE in which skills are developed through knowledge and understanding and that pupils understand how their learning in RE is progressing and what they need to do to improve it.

#### **Termly Topics/Units**

All lessons included in each unit are thoughtfully constructed to give children knowledge and skills to understand and be aware of religious topics, traditions and rituals, as well as the meaning behind them. Lessons include a critical thinking part, where pupils will be able to discuss the knowledge learnt and share their own beliefs, questions and opinions. This enables pupils to really explore and reflect what their current belief on a topic is; what they already know; what they do not know and most significantly, what they want to find out! This then informs the planning and adaptation of content for the following weeks.

#### **Autumn 1**

Topic/Unit: Creation: Who made the world?

Pupils will explore the idea of a Creator, retell the story of creation and look at what the creation story tells us about God. In addition, pupils will investigate ways in which Christians show thankfulness and express their own views on creation. Pupils will also learn about the Christian Harvest festival.

Knowledge:

- Research of biblical sources.
- Knowledge and understanding of the story of creation.
- Interpretation of biblical scripture.
- Lessons and morals to help guide our choices.
- Understanding of how Christians show thankfulness.

Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What happened in the story of creation?

- What does creation tell us about God?
- How do Christians show that they are thankful?
- What do we learn from Adam and Eve's mistakes?

## **Autumn 2**

Topic/Unit: Incarnation – Why does Christmas matter to Christians?

Throughout this unit, pupils will explore the understanding that Jesus is God and that He was born as a baby in Bethlehem. They will look at the importance of Advent for Christians as well as thankfulness, learning about the message of Jesus' arrival and the impact of the Christmas story on Christmas cards.

Knowledge:

- Understanding and explanation of the meaning of Christmas.
- Understanding of the reason why Jesus was born.
- Knowledge of the true meaning of Christmas.
- Traditions of Advent.
- The impact of the Christmas story.

Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is the true meaning of Christmas?
- How do Christians celebrate Christmas?
- Why do people give Christmas cards?
- Why did God send His Son to earth to be born?

## **Spring 1**

Topic/Unit: Sikhism

Pupils will begin to understand what Sikhs believe in and what they believe about God, including looking at what a Guru is. Additionally, pupils will explore the Sikh belief that all people are equal.

Knowledge:

- The core beliefs of Sikhism.
- Express religious beliefs (ideas, feelings etc) in a range of styles.
- Learn words used by Sikhs and suggest what they mean.
- Understanding of the role of the Gurus.

Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Sikhs believe?
- Do Sikhs believe in God?

- Who were the Gurus?
- How do the teachings of Sikhism compare/differ to those of Christianity?

## **Spring 2**

Topic/Unit: Salvation – Why does Easter matter to Christians?

Throughout this unit, pupils will explore the stories of Holy Week and Easter and discuss emotions connected to the Easter story. In addition, pupils will explore Christian traditions linked to Easter, as well as Christian symbols and the Easter story.

Knowledge:

- Knowledge of the Christian belief of Salvation.
- Knowledge of the key events in Holy Week.
- Interpretation of biblical texts of Easter.
- Awareness and identification of Christian symbols.
- Explore how Christians celebrate Easter.

Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What does salvation mean?
- Why do Christians use the symbol of the cross?
- What is Holy Week?
- How do Christians celebrate Easter?

## **Summer 1**

Topic/Unit: Islam

Throughout this unit, pupils will explore what Muslims believe and discover why the Prophet Muhammad is important. Pupils will also learn about the Holy book of Islam and find out what the five pillars of Islam are.

Knowledge:

- Muslim beliefs, practices and traditions.
- Use the right names for things that are special to religious people.
- Knowledge of the Prophet Muhammad.
- Purpose of the Quran.
- Comparisons between the beliefs of Muslims and Christians.

Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Muslims believe and how is this different to Christian beliefs?
- What rules do Muslims follow?

- What are the five pillars of Islam?
- What is the purpose of the Quran?
- Who was the prophet Muhammad?

## **Summer 2**

Topic/Unit: God – What do Christians believe God is like?

Throughout this unit, pupils will explore the story of 'The Lost Son', the hidden meaning of the parable and the ways in which Christians show their love for God. Furthermore, pupils will investigate why some Christians believe God is forgiving and how they show this belief, plus exploring the ways Christians pray.

### Knowledge:

- Study of biblical texts and the concept of God.
- Knowledge and meaning of the story of The Lost Son.
- Understanding of and ability to give an account of the meaning of a story.
- Brief knowledge and understanding of the four main types of Christian prayer.

### Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is your view of God?
- Why do Christians pray?
- What is a parable?
- Does God forgive?
- Why is it important to forgive?
- How do Christians worship God?