



### **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 units start with 'Big questions', where pupils are able 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?

The pupils will explore the idea of a creator, they will retell the story of creation, a look at what the creation story tells us about God, investigating ways in which Christians show thankfulness, as well as exploring their own views on creation.

#### **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 so 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: Sikhism

Throughout this unit, pupils will begin to understand what Sikhs believe in and what they believe about God, a look at what a Guru is, as well as exploring the Sikh belief that all people are equal.

Knowledge:

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

Enquiring minds:

For each unit, it is so 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?

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

*Please note that this topic crosses over into the Spring 1 term, but the programme of study will be discussed here.*

Throughout this unit, pupils will explore the understanding that Jesus is God and that he was born as a baby in Bethlehem, a look at the importance of the Advent for Christians, the message of Jesus' arrival, to explore thankfulness, as well as 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 so 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 cards at Christmas?
- Why did God send his son to earth to be born?

### Spring 1

Topic/Unit: Buddhism

Throughout this unit, pupils will explore what Buddhists believe, the story of Buddha, as well as a look at some of Buddha's teachings.

### Knowledge:

- Buddhist beliefs, practices and traditions.
- Buddha's life and his teachings.
- Introduction of the Noble Eightfold path.
- Brief knowledge of enlightenment.

### Enquiring minds:

For each unit, it is so 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 Buddhists believe and how is this different to Christian beliefs?
- What rules do Buddhists follow?
- Who is Buddha?
- Why are Buddha's teachings important?

### Spring 2

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

Throughout this unit, pupils will explore the stories of Holy week and Easter, discuss emotions connected to the Easter story, explore Christian traditions linked to Easter, a look at Christian symbols linked to Easter, the Easter story and Christian beliefs.

### 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 so 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, a look at why Prophet Muhammad is important to Muslims, the Holy book of Islam and to explore 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 beliefs of Muslims and Christians.

#### Enquiring minds:

For each unit, it is so 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, a look at the ways Christians show they love God, to explore why some Christians believe God is forgiving, to explore the ways Christians pray, as well as exploring the ways Christians show their belief that God is forgiving.

#### Knowledge:

- Study of biblical texts and the concept of God.
- Knowledge and meaning of the story of The Lost Son.
- Understanding 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 so 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?

#### Topic/Unit: Worldview and Humanism

The pupils will be introduced to the concept of a world view, gaining insights into different perspectives on life and existence. They will delve into the fascinating realm of Zoroastrian beliefs, exploring its unique insights and contributions to human understanding. They will examine the connections between world views, various religious systems and the principles of humanism, developing their understanding of how these elements are connected.

#### Knowledge:

- Introduction to the concept of a world view.
- Exploration of different perspectives on life and existence.
- Study of Zoroastrian beliefs and their unique insights and contributions to human understanding.
- Examination of the connections between world views, religious systems, and the principles of humanism.

#### Enquiring minds:

For this unit, students are encouraged to question and engage in discussions related to their learning. Here are some examples of questions they might ask:

- What are some different world views?

- How do Zoroastrian beliefs differ from other religious beliefs?
- What are the principles of humanism?
- How do religious systems influence world views?
- Why is it important to understand and respect different perspectives?
- How does one's world view shape their understanding of life and existence?
- How do different world views address the concept of morality?
- What are the commonalities and differences between religious systems and humanism?
- How can studying different world views contribute to our understanding of the world?

These questions are intended to stimulate critical thinking and promote deeper exploration of the topic. Students are encouraged to share their own perspectives and engage in respectful dialogue with their peers.