

Year 1 - RE

Caring	Belonging	Celebrations	Families	Answers	Worship
<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify ways in which faith communities respond to need and link this with their beliefs</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify and describe ceremonies which are special to faith communities and suggest why they are important to believers</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify religious celebrations, talk about the way members of faith communities might prepare for them and suggest what and why believers celebrate</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify faith stories about believers and their relationship with God, making the link between faith and action</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify stories from faith communities that have meanings for believers and link these to possible action</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify when and where members of faith communities might meet together for worship and suggest reasons why it might be important to them</p>
<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to identify the teachings of faith communities about caring for others and suggest how this might impact on behaviour</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to link faith stories with beliefs, ceremonies and actions</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to talk about some key beliefs of faith communities and say how these are expressed through celebrations</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to make connections between the behaviour and action of believers</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to share ideas about the meaning of stories from faith communities and to suggest why these might be important to believers.</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to identify aspects of worship which have meaning for believers and say why these help to give believers a sense of belonging to a community</p>
<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify who cares for them and who they care for and explain how and why people show they care in different ways</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify special ceremonies from their own experience and explore their own related feelings as well as those of others.</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to talk about celebrations they have taken part in, explain how they prepared for these celebrations and say why the celebration might be important to them</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to explore examples from their own experience and to consider the consequences of action</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify and share stories which convey a meaning for them and to suggest what they might learn from the story or stories.</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to draw on their own experience to identify opportunities to meet with others that are important to them, to say why and to suggest how the experience of others might be different</p>
<p>How do people show they care?</p> <p>How do faith communities show they care?</p> <p>Why do believers care for others?</p> <p>Who do you care for?</p>	<p>Why do people celebrate special moments in life?</p> <p>How do faith communities celebrate special moments in life?</p> <p>What do these ceremonies mean to believers?</p> <p>What does it mean to you to celebrate special moments?</p>	<p>How do people celebrate?</p> <p>How do faith communities celebrate?</p> <p>How do people express their beliefs through their celebrations?</p>	<p>Who can you turn to?</p> <p>Who turned to God?</p> <p>What did they learn from God?</p>	<p>What can we learn from stories?</p> <p>What stories do members of faith communities tell which have meanings?</p> <p>What can believers learn from their stories and why is this important to them? What have you learned from stories?</p>	<p>How and when do people meet together?</p> <p>How and when do faith communities meet together for worship?</p> <p>Why is it important to members of faith communities to meet together for worship?</p>

					How important is it for you to meet together with others?
<p><u>Caring</u> Explore the idea of belonging and caring (family, school, church, pets, dolls, and people in news). Draw people who care for us e.g. doctors, teachers etc. Are there special things and people that we care for? Who cares for us? Encourage pupils to share experiences of their own families. Collect and make pictures for a display about people who care for others. Introduce a different faith e.g. Sikhism. Time could be spent on an introduction and an exploration of the 5Ks of Sikhism. There are many video clips online about Guru Nanak and Sikhism. This work would make excellent display work. Talk about the Langar (free kitchen in the Gurdwara). Why does a Gurdwara need a kitchen? How do Sikhs show they care through a Gurdwara? What would the world/town be like if everywhere had a langar? Invite a visitor from a faith community to talk about how the faith community cares for others. Roleplay the distribution of prashad in the gurdwara (using sweets or toffees). Explain that people of faith receive rather than take food. Which is better? Act out a situation which the children are familiar with (new child at school, being lost, losing something precious, sharing, saying sorry, being fair, etc) Introduce pictures of people who are sad. Children discuss why they are sad, and record how they would change things. Discuss feelings of those who have been helped. Engage in practical task, e.g. writing a card to someone who is sick, act out situations where</p>	<p><u>Belonging</u> <u>Special Moments</u> Explore the sort of groups that people belong to. Show pupils different uniforms, such as Beavers Rainbows, a school uniform, a swimsuit and badges, a football scarf and programme, a family photograph from a photo album. Talk about how you join, or come to belong to one of these groups, what it means to belong, what promises people make and what these people share. Create a display with the uniforms and pictures. Alongside each add a caption, for example, 'Being a Beaver means...', and 'Belonging to a family means....' Read stories about what it means to belong.</p> <p><u>Special Celebrations</u> Find out about religious welcoming ceremonies. Show items associated with welcoming a baby in Christianity concentrating on infant baptism, such as a baptismal candle, a certificate of baptism, water, appropriate pictures. Invite a practising Christian with a recently baptised baby to visit and talk about the experience, or celebrate a mock baptism in the classroom/local church using local clergy. Create a display alongside other 'Belonging' images. Look at a welcoming ceremony from a different tradition using important items in the same way. Find out what promises are made.</p> <p><u>Ceremonies</u></p>	<p><u>Celebrations</u> Show some pictures of celebrations and explore what is going on. Share experiences of things that make us happy and sad, of special moments, special achievements as we grow up. Use photographs to show how special moments from the past can be 're-lived'. Children ask family members about special celebrations in the past and share memories. Collect memorabilia (photos, cards, videos, artefacts, etc.) which represent different celebrations.</p> <p><u>Celebrations in Faith Communities</u> Produce a calendar of celebrations throughout the year. Identify one or more Christian celebrations (Harvest, Christmas, Good Friday, Easter, Whitsun) and talk about the reasons for these (e.g. saying Thank-you, keeping important memories from the past alive, making promises to God...). Identify common elements in all celebrations: food, clothes, cards, presents, family gatherings. Discuss the messages these convey. Consider ways people celebrate important points in their own lives, e.g. birthdays, weddings, baptism, confirmation. Look again at pictures of celebrations and talk about the places they are held in. Explore differences between celebrating at home and in a larger, special building.</p>	<p><u>Families</u> Look at pictures of families of all kinds. (Include some with grandparents and wider families, one-parent families, children in care homes etc.) Talk about the sort of things families do together, how they show they love and care for each other and sometimes for other people. Encourage children to share experiences of their own families if they are willing to do so. Collect and make pictures for a display about families and how they care for each other.</p> <p><u>The Church as God's family</u> Look at and discuss a variety of pictures of Christian communities. Explain that the church is like big family: because people belong to God they are like brothers and sisters to each other. Encourage the children to share ideas about what this might mean. Talk about what Jesus might have meant when he told his followers that they should all love each other. Explore ways in which Christians are like a family. Emphasise the importance of each person being valued and needed. Activity – P18/19 'Home and Family'</p>	<p><u>What do stories tell us</u> Use the children's experience to explore the idea of right and wrong in the way we behave towards each other. Discuss their ideas of a good person and what they can teach us. Use heart-shaped paper to write 'A friend is.....' <u>Stories from Faith Communities</u> Draw on the children's previous knowledge about Jesus (e.g. birth stories). Tell the story of the child Jesus in the Temple (Luke 2⁴¹⁻⁵¹) and raise questions to encourage imaginative responses and application to their own lives (e.g. being lost, finding a safe place) Introduce the idea of friends. Tell stories of Jesus's conversations with his friends. <u>What can we learn from stories?</u> Reflect on Jesus as a friend, someone who did good things for others. Make a class collage of pictures of people doing good for others. Share ideas about good things the children can do.</p>	<p><u>People meeting together</u> Talk about the different times when people meet together, e.g. at work, at school, at clubs, on special occasions. When does this happen and how often? Think about the difference between meeting people at school every day and meeting for a special occasion. Discuss the reasons why people like to meet together and what happens when they get together. Identify places people might meet on a local map to create a display. Add a caption to show what goes on in each location.</p> <p><u>Worship together</u> Think about the idea of special days. Talk about where faith communities might meet and why they might use a special building. Look at examples of special religious meeting places. Find out what might happen when religious people get together, and what special things they might do. Use the ideas and activities on pages 3, 4 and 5 in 'Developing Primary RE: Special Places: 2002' as resources. Resources: 'Developing Primary RE – Special Places' 2002 – p3, 4, 5.</p> <p><u>The Importance of Worship</u> Prayer, listening to a reading from a special book, singing hymns, listening to a talk. Find out more about what happens. Describe the activity and suggest how it might feel to take part.</p>

<p>practical help can be given to people in need.</p>	<p>Select aspects of the ceremonies from two different religions and find out what they mean to members of the faith community.</p> <p>For example: Water in baptism - list all the things we use water for, and talk about the reasons why it is a good symbol in baptism. The candle in baptism - talk about the reasons why we need light, and why it is a good symbol in baptism.</p> <p>Islam - the shaving of the hair and the giving of money to charity. Why are these things important to believers? Add a caption to the display - 'Being a Christian means.....' What does belonging mean to the families?</p> <p><u>Celebrating special moments</u></p> <p>Talk about a ceremony or celebration they have attended. Talk about how it felt to be there. Brainstorm words to describe those feelings.</p> <p>Create a collage with images from magazines which illustrate these feelings.</p> <p>Plan a class celebration – how about a 'Fri-Yay' celebration? Talk about the celebrations that the pupils would like to join in with and why. Make a list of the reasons to add to the display.</p>				<p>Talk about why this is especially important to a believer. Think about the reason why people might be sad if they could not do this. Discuss why it is important to do these things together - with other people who feel it is important. Talk to a member of a faith community to find out why worship is important to them.</p> <p><u>Meeting with Others.</u></p> <p>Ask pupils to share their own ideas of things they like to do with other people. Find out what they would miss if they could no longer meet. What would they like to continue doing, and why? Identify the good things about meeting with others. Pupils could lead the next school assembly and tell the school what they have been learning about why different people choose to meet up together. Identify what make meeting together with others an important experience.</p>

Year 1 Topic Coverage

<u>Autumn</u> <u>Caring and Belonging</u>			<u>Spring</u> <u>My family and celebrations</u>			<u>Summer</u> <u>Worship and Answers</u>		
<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>
Ex1 Ex2	En1 En2	R1 R2	Ex3 Ex4	En3 En4	R3 R4	Ex5 Ex6	En5 En6	R5 R6
<u>Vocabulary – Subject Specific</u>								
Engage with, Talk about, Listen to, Find out about, Explore, Ask questions, Recognise, Listen and respond, Ask and respond imaginatively to questions, Discuss Consider, Talk, Share, Observe								
<u>Vocabulary - Topic Specific</u>								
<ul style="list-style-type: none"> Faith Story Belief Attitudes Action Teachings Believers Natural World Influence Community Create Reflect Explore Care Identify Symbols Express Special Jesus Mary Joseph Shepherds God Adam Eve Angel Baby Birth Sikhism Guru Nanak Langar Gurdwara prashad Baptism Christening 			<ul style="list-style-type: none"> Actions Gestures Rituals Belief Candle Hymn Prayer Appreciate Celebrate Celebrations Worship Differences Similarities Palm Peace Church Cross Buddha Dharma Karma Temple Enlightenment Nirvana Noble Truths Meditation Imagery Service Icon 			<ul style="list-style-type: none"> Worship Faith Teach Important Believer Impact Respond Meaning Christian Bible Stained Glass Windows Altar Psalms Precious God World Attitude Behaviour Community Qualities Represent Attributes 		

Belong

Special Book
Community

I will learn...

how and why we care for others.
how we can show we care.
how Faith communities show they care.
that people celebrate special moments in life
how we celebrate..
how faith communities celebrate.
what ceremonies mean to believers.
what it meanato you to celebrate special moments.

that people meet together for lots of different reasons.
how people celebrate.
how faith communities celebrate.
how people express their beliefs through their celebrations.
Who you can turn to.
who turned to God.
what people learned from God.
who Buddha was and why people worship him.

how and when do people meet together.
how and when do faith communities meet together for worship.
why it is important to members of faith communities to meet together for worship.
how important it is for people to meet together with others.
what we can learn from Bible stories.
what stories members of faith communities tell which have meanings.

What can believers learn from their stories and why is this important to them? What have you learned from stories?