Religious Education KS1 Overview

At Somerleyton Primary we aim to inform children on the wide-ranging thoughts and practices of the main religions and belief-systems.

Our RE curriculum is structured around a selection of Learning Themes which offer context and depth to our age-appropriate Knowledge Organisers. Units of work are centred around a theme, question and context which is explored through new knowledge, learning and vocabulary.

Children are assessed on their growing knowledge **about** religions, as well as personal reflections they make **from** religions.

Our aims in teaching RE are:

- To gain a coherent knowledge and understanding of the main world faiths including similarities and differences
- To encounter religious stories from scared texts and ask why such stories are important
- To ask how the actions of believers are motivated by their faith.
- To explore religious leaders and teachers and enquire why their actions and beliefs are significant.
- To consider how and why beliefs are shared across families, groups and communities across the globe.
- To reflect on how the beliefs of others can inspire or challenge our own beliefs.

"There is joy in the search for knowledge about the universe in all its manifestations."
Janet Asimov

Religious Education Learning Themes Key Stage 1

Learning themes[2]	
1 Believing	What some families believe about God, the natural world, human beings, a significant figure
2 Belonging	Where and how people belong and why belonging is important
3 Prayer and Worship	How and why some people pray and what happens in a place of worship
4 Leaders and Teachers	Figures who have an influence on others locally, nationally and globally in religion and why
5 Stories and Books	How and why some stories and books are sacred and important
6 Celebrations	What celebrations are important in religion and why
7 Symbols and Artefacts	How symbols and artefacts are used to express religious meaning and why they are used

Religious Education KS1 Overview

	Autumn		Spring	Summer
Cycle One	Christianity	Christianity/Judaism	All main religions	Christianity
	Believing: Why is the world wonderful?	Celebrations: What is the importance of light?	Symbols and Artefacts: How do religions symbolise their faith?	Stories and Books: How do Christians tell their stories?
Cycle Two	Christianity	Christianity/Hinduism	Judaism	All main religions
	Belonging: How do Christians show they belong to their faith family?	Celebrations: What does light mean to Divali?	Leaders and Teachers What makes a good leader?	Prayer and Worship: Does everyone pray in the same way?

Religious Education KS1 Cycle 1

	Autumn		Spring	Summer
Cycle One	Christianity	Christianity/Judaism	All main religions	Christianity
	Believing: Why is the world wonderful?	Celebrations: What is the importance of light?	Symbols and Artefacts: How do religions symbolise their faith?	Stories and Books: How do Christians tell their stories?

C1 KS1 Autumn 1

Christianity

Believing:
Why is the world wonderful?

Key Vocabulary	
Creator	The Creator refers to the god responsible for the creation of the Earth, world, and universe in human religion
Mysterious	Something difficult or impossible to understand, explain, or identify.
Guardian	A person who cares for persons or property
Harvest	When you are collecting all the ripened crops that you sow.

	Key Knowledge
1	In the bible it says the world is created in 7 days and in the Koran, it claims that the world is created in 5 phases.
2	For Muslims, the origins of the Universe are found in the Qu'ran.
3	Many Muslims believe that Allah has made them "guardians" of creation – they are looking after something that is not theirs. This is called Khalifa.
4	Harvest festivals are a time when some Christian people say thank you to God and share with others.
5	Sukkot is a Jewish Festival. Jewish people like to thank God for looking after them.

	Key Questions
1	How did the world begin?
2	What do Christians, Jews and Muslims believe about how the world was made?
3	How do Christians show they are thankful for the natural world?
4	How do Jewish people show they are thankful for the natural world?
5	How do Muslims show they are thankful for the natural world?

	Key Learning
1	To know that Christians and Jews believe that God created the world.
2	To know that Muslims believe that Allah is the creator of all things.
3	To understand that different stories exist about creation.
4	To be able to describe some religious ideas from stories

C1 KS1 Autumn 2

Christianity and Judaism

Celebrations:
What is the importance of light?

Key Vocabulary	
Symbol	A symbol is a mark or a character that represents something. Some symbols tend to have a deeper meaning and instantly identify something. For example, religious symbols or even the school logo.
Miracle	A miracle is when something special happens that can't be explained.
Hannukah	Hanukkah is the Jewish festival of lights.
Dreidel	A dreidel is a tiny spinning top with a different Hebrew letter printed on each of its four sides.
Latkes	Latkes are potato cakes made from grated potato, eggs, onion and flour.
Menorah	The menorah is a nine branched candlestick.

	Key Questions
1	What does light mean for Jews?
2	How and why is light used in the Jewish festival of Hannukah?
3	What represents the oil lamp in the temple ?
4	How a Jewish family celebrate Hanukkah?
5	How and why is light used in the Christian celebration of Christmas?

	Key Knowledge
1	"The Festival of Lights", a winter festival, which usually falls in December and which lasts for 8 days.
2	Advent is the period of preparation for the celebration of the birth of Jesus.
3	In a Christingle, the orange is representing the world, the red ribbon symbolises the Blood of Christ, the Candle in the centre of the orange, represents "Jesus the light of the world", the four cocktail sticks with sweets and fruit illustrate God's gifts and the four seasons.
4	The date of Hanukkah changes every year.

	Key Learning
1	To describe the use of light and its meaning in celebrating Hanukkah.
2	To be able to describe the meaning of light for Christians in relation to belief about Jesus.
3	To be able to suggest meanings in religious symbols associated with light.
4	To be able to describe some religious ideas from stories.

C1 KS1 Spring

Main Religions

Symbols and Artefact
How do religions symbolise their faith?

Key Vocabulary	
Sign/symbol	A sign is something that communicates a brief message. A sign can be a word, a picture, an object or an action.
Khanda	The khanda is the symbol of Sikhism
Seder plate	The Seder plate is a plate on which special foods we eat on Passover are also food for though
Matzah	Matzah is an unleavened bread used during the Passover meal.
Maror	Maror is a very bitter herb made from horseradish.
Zeroah	Zeroah is a roasted lamb bone
Charoset	Charoset is a paste of chopped apples, walnuts and wine.

	Key Knowledge
1	The cross is the most common symbol associated with Christianity.
2	The fish is another symbol of Christianity.
3	Passover celebrates when the Jewish people were freed from slavery in Egypt over 3000 years ago.
4	Passover is celebrated for seven or eight days.
5	Before Passover begins all leaven is removed from the house.

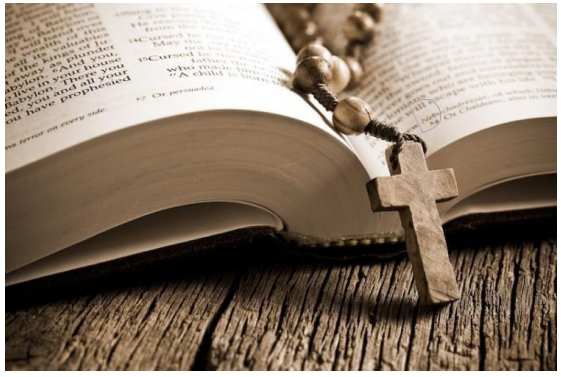
	Key Questions
1	What do signs and symbols mean in religion ?
2	How are religious symbols used in places of worship?
3	How do symbols help us remember the past?
4	Why is the Passover meal so important for the Jews?
5	How food can remind Jews of special events of their history.

	Key Learning
1	To understand the difference between signs and symbols.
2	To be able to explain what happened in the Noah's Ark story.
3	To understand how the rituals and symbols of Passover help Jews to remember their past and reinforce their identity.
4	To be able to state some ideas associated with religious symbols.

C1 KS1 Summer

Christianity

Stories and Books: How doe Christians tell their stories?



Key Vocabulary	
Bible	A collection of religious texts or scriptures s acred to Christians.
Chapters	One of the main divisions of a piece of writing.
Parables	An imaginary story used to tea ch people a moral lesson.
Prophecy	A prediction of what will happe n in the future.
Rules	Instructions that tell you what y ou are allowed to do and what you are not allowed to do.
Command ments	A rule that must be obeyed. A divine rule given by God to Moses.

	Key Questions
1	Why is the Bible special to Christians?
2	How do Christians use the Bible?
3	How is the Bible divided?
4	What is the difference between the Old and New Testament?
5	How does the Bible influence a Christian's life?

	Key Knowledge
1	The Bible is a library of writings compiled over a long period of time, probably 1500 years.
2	The Bible includes many books and is divided into the Old and New Testament.
3	The first five books of the Old Testament originate from the five books of Moses, found in the Torah. The earliest material, which began as an oral tradition, was first written down on tablets of clay, and then on papyrus scrolls.
4	The Bible is the biggest selling book in the world.
5	The Bible is translated into 400 different languages.

	Key Learning
1	To know that the Bible consists of many books written in different styles and languages.
2	To identify features of the Bible and why it is important to Christians.
3	To describe the value of the Bible to Christians as a source of inspiration, learning and authority.
4	To describe some key writings in the Bible and how the Bible might be used by Christians.

Religious Education KS1 Cycle 2

	Autumn		Spring	Summer
Cycle Two	Christianity	Christianity/Hinduism	Judaism	All main religions
	Belonging: How do Christians show they belong to their faith family?	Celebrations: What does light mean to Divali?	Leaders and Teachers: What makes a good leader?	Prayer and Worship: Does everyone pray in the same way?

C2 KS1 Autumn 2

Christianity

Belonging:

How do Christians show they belong to their faith family?

Key Vocabulary	
Christianity	Christianity is a monotheistic religion based on the life and teachings of Jesus.
crucifix	A representation of a cross with a figure of Christ on it.
communion	The service of Christian worship at which bread and wine are consecrated and shared.
community	A group of people living in the same place or having a particular characteristic in common.
belonging	be a member of (a particular group or organization).

Key Questions	
1	What does it mean to belong to a group?
2	What does it mean to belong to Christianity?
3	How do Christians show that they belong?
4	What does it mean to be a Christian in Britain today?
5	Why do some people believe that they belong to God?

Key Knowledge	
1	Christians show their idea about belonging by symbols, what they say, where they go, festivals they join in with, music they love and sing .
2	Christians belong in a community and they share celebrations like Christmas and Easter.
3	When Christians marry, they may promise to love each other, to stay together for ever and to share all their property, to look after each other when they are ill.
4	Christian people believe they belong to God because God made them, and to Jesus, whom they try to follow.

	Key Learning
1	To learn about the importance of belonging
2	To be able to talk about belonging to my family and to my class.
3	To be able to talk about some Christian customs and practice.
4	To recognise and find out more about Christian signs of belonging.
5	To give examples of ways in which believers express their identity and belonging within faith communities

Somerleyton Primary

C2 KS1 Autumn 1

Christianity and Hinduism

Celebrations: What does light mean to Divali?

Key Vocabulary	
Diwali	The word Diwali comes from the Sanskrit word deepavali, meaning "rows of lighted lamps"
Rangoli	Rangoli are pattern created with rice or flour on the floor. Rangoli patterns are drawn to welcome in visitors to people's homes.
Celebration	The action of celebrating an important day or event.
Festival	A festival is a day or period of celebration, typically for religious reasons.

Key Questions	
1	Why do people use lights to celebrate? What do they mean?
2	Why is light so often used as a symbol for goodness and truth?
3	What does light mean for Hindus?
4	What can we learn from the ways religious people use light as a symbol?

Key Knowledge	
1	Light is used in many celebrations; Diwali (Divali) takes place in late October or early November
2	Hindu practice celebrates light over darkness, good over evil, especially at the festival of Diwali, which is a festival of lights.
3	he Divali lamps that light the road as Sita and Rama return safe at the end of the Divali story show the symbolism of light as guidance.
4	Passover is celebrated for seven or eight days.
5	Before Passover begins all leaven is removed from the house.

	Key Learning
1	To describe a range of meanings for the symbol of light.
2	To suggest meanings for the symbols of light in Diwali.
3	To be able to suggest meanings in religious symbols associated with light.
4	To be able to describe some religious ideas from stories.

Somerleyton Primary

C2 KS1 Spring

Judaism Islam Christianity

Leaders and Teachers: What makes a good teacher?

Key Vocabulary	
Leader	A leader is a person who leads or commands a group, organization, or country.
Iman	An Iman is the prayer leader of a mosque.
covenant	A covenant is an agreement.
Prophet	A person chosen to speak for God and to guide people.
Allah	Allah is the name of God for Muslims.

Key Questions	
1	What makes a good leader?
2	Why is Abraham so important to Jews and Christians?
3	What is a covenant?
4	What sort of leader was Moses?
5	Why did people follow Jesus?
6	What kind of leader was Jesus?

Key Knowledge	
1	Jews do not write the name of G-d, this abbreviation is used instead.
2	Jesus was a healer as well as a teacher.
3	A very special leader for Buddhists is the Dalai Lama. He is a special Buddhist monk.
4	There are lots of different names for the people who lead Christianity. Some are called priest, pastor and minister.
5	The Roman Catholic church has a worldwide leader called the pope. He lives in the Vatican City, which is a tiny country in Italy.

	Key Learning
1	To To understand the challenges of being a leader, and why leaders are important.
2	To find out about religious leaders and their special books.
3	To understand the importance of global religious leaders.
4	To learn the names, clothing, places of worship, holy books and duties of local religious leaders.

C2 KS1 Summer

Main Religions

Prayer and Worship: Does everyone pray in the same way?

Key Vocabulary	
pulpit	A pulpit is a raised enclosed platform in a church or chapel from which the preacher delivers a sermon.
synagogue	Place of worship for Jewish people.
Bimah	A raised platform where most of the service takes place. The Torah readings happen here.
communion	Communion (Holy Communion) = coming together to celebrate and remember Jesus' death and resurrection.
prayer	a worship activity practised by all faiths in order to talk to and listen to God.

	Key Questions
1	Why are churches special places for Christians?
2	What do we find inside and outside churches?
3	How would you recognise that a building is a mosque?
4	Where do Jews worship their God?
5	What Is It like Inside a Jewish Synagogue?

	Key Knowledge
1	Muslims and Jewish people believe there should be no statues or images of people's faces in their holy places.
2	Jesus was a healer as well as a teacher.
3	The Arabic word masjid means place of worship and is derived from the verb sajada (root s-j-d, meaning 'to bow' or 'to kneel') in reference to the prostrations performed during Islamic prayers.
4	People go to religious places to worship but also to study. Many religious places are also community centres where people can meet and take part in different activities and events.

	Key Learning
1	To recognise and name the key features of a Church.
2	To know why a church building is a special place for Christians.
3	To recognise and name the key features of a Mosque.
4	To recognise and name the key features of a Synagogue.

RE Skills Progression

Learning about religion

EYFS		year 1		year 2		year 3		year 4		year 5		year 6
Understand the past through settings, characters and events	3	Use some religious words and phrases to recognize and name religious practices.	8	Show some aware of similarities and differences between religions	12	Develop a religious vocabulary to describe key features of religions	13	Develop a religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and feelings.	16	Using an increasingly wide religious vocabulary, explain the impact of beliefs on individuals and communities	19	Use religious and philosophical vocabulary to give informed account of the diversity between beliefs.
Know some similarities between different religious and cultural communities	4	Recall religious stories and recognize symbols	9	Retell religious stories and suggest meanings for religious actions		Recognise similarities and differences between religions	14	Make links between religious sources, practices, beliefs, ideas and feelings.	17	Describe why people belong to religions	20	Understand that similarities and differences illustrate distinctive beliefs within and between religions
	5	Recall religious stories and recognize symbols	10	Begin to make links between beliefs and sources		Describe some forms of religious expression	15	Describe some similarities and differences both within and between religions	18	Explain how religious sources are used to provide answers to big questions	21	Interpret sources and arguments, explaining why they are used in different ways by different traditions
	7	Begin to know why religion is important for different people	11	Begin to identity the impact religion has on believers' lives		Identify the impact religion has on believers' lives.						

RE Skills Progression

Learning from religion

EYFS		year 1		year 2		year 3		year 4		year 5		year 6
Show an understanding of their own feelings and those of others	3	Talk about their own experiences and feelings	8	Ask, and respond sensitively to, questions about their own and others' experiences and feelings	11	Identify their influences, making links between their own, and others, experiences	14	Suggest answers to questions of belonging and identity	17	Ask and suggest answers to questions of identity, belonging, meaning and purpose.	20	Use examples to express insights into the relationship between beliefs, teachings and world issues.
Make comments about what they have heard and ask questions to clarify their understanding	4	Talk about what they find puzzling or interesting	9	Recognize that some questions cause people to wonder	12	Ask important questions about religion and belief	15	Apply their own ideas to their own and other people's lives	18	Explain what inspires and influences them	21	Express insights into their own and other' views on questions of identity and belonging, meaning and purpose.
	5	Show what is valuable and important to them	10	Recognize their own feelings in relation to what is right or wrong	13	Make links between values and their own behaviours	16	Describe what inspires and influences themselves and others	19	Express their own and others' views on the challenges of belonging to a religion	22	Consider the challenges of belonging to a religion in the contemporary world.