

YEAR 1: TUCANA - RELIGIOUS EDUCATION CURRICULUM FRAMEWORK

Agreed Syllabus Requirements at Key Stage 1

Pupils should have the opportunity to:

- Explore key questions through conceptual enquiry into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious world views as appropriate. Teachers should take the pupils' own background, experiences and questions into consideration.
- Learn about different beliefs about God and the world around them.
- Encounter and respond to a range of stories, artefacts and other religious materials.
- Learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary.
- Begin to understand the importance and value of religion and belief, especially for other children and their families.
- Ask relevant questions and develop a sense of wonder about the world using their imaginations.
- Talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
<p>What do Christians believe God is like? (Understanding Christianity 1.1)</p>	<p>Why does Christmas matter to Christians? (Understanding Christianity 1.3)</p>	<p>Who made the world? (Understanding Christianity 1.3)</p>
<p>Key concept: God</p>	<p>Key Concepts: Incarnation</p>	<p>Key Concepts: Creation</p>
<p>Knowledge Building Blocks Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the Bible. • Christians believe that God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him. 	<p>Knowledge Building Blocks Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary and that he came to bring good news. • Christians celebrate Jesus; birth and that Advent for Christians is a time of getting ready for Jesus' coming. 	<p>Knowledge Building Blocks Pupils will know that:</p> <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.

Possible visits: St Peter's Church (Baptism)	Possible visits: Christingle Service at St Peter's Church	Possible visits: Candlemas Service at St Peter's Church
SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
Why does Easter matter to Christians? (Understanding Christianity 1.5)	Do we need shared special places?	What is the good news Jesus brings?
Key Concepts: Salvation	Key Concepts: Judaism; Sacred space; Synagogue	Key Concepts: Gospel
Knowledge Building Blocks Pupils will know that: <ul style="list-style-type: none"> Easter is very important in the 'Big Story' of the Bible. Christians believe Jesus rose again, giving people hope of new life. 	Learning Objective: to explore the relevance of the synagogue to Jews Syllabus Questions addressed: <ul style="list-style-type: none"> Does it feel special to belong? Who do I believe I am? 	Knowledge Building Blocks Pupils will know that: <ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
Possible visits: 'Experience Easter' at St Peter's Church	Possible visits: Pentecost Service at St Peter's Church Visit to Synagogue Prayer Space at St Peter's Church	Possible visits: St Peter's Day Service at St Peter's Church End of Year Service at St Peter's Church

Learning about religion Pupils should be enabled to: <ul style="list-style-type: none"> explore a range of religious stories and sacred writings and talk about their meanings; name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate; identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives; explore how religious beliefs and ideas can be expressed through the arts and communicate their responses; 	Learning from religion Pupils should be enabled to: <ul style="list-style-type: none"> reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness; ask and respond imaginatively to puzzling questions, communicating their ideas; identify what matters to them and others, including those with religious commitments, and communicate their responses; reflect on how spiritual and moral values relate to their own behaviour; recognise that religious teachings and ideas make a difference to individuals, families and the local community
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- identify and suggest meanings for religious symbols and begin to use a range of religious words.