

Year 1 RE Overview				
Content				
Area of Study (Lincs Agreed Syllabus)	End point of area of study	Vocabulary		
1. Understanding Christianity - God 2. Understanding Christianity - Creation 3. Islam - God 4. Islam - Community 5. Places of Worship	- Recognise and identify ways Christians show their belief in God - Describe the events of the Creation story and question about living in the modern world - Understand and discuss the significance of Allah and the Qur'an - Consider Muslim beliefs through celebrations - Compare and explain objects and features from within places of worship.	Basic	Adventurous	Technical
		Bible God belief forgiveness prayer/ pray church praise world thankful universe worship mat candle	sustainer Islam Allah - God of Islam Qur'an - Holy book of Islam Tawhid - one God shariah -straight path prophets-messenger/ inspired by the will of God harmony ibadah - worship shahadah - statement of belief shariah – straight path wudu - washing subha - prayer beads Makkah (Mecca) city faced when praying 5 times a day madrassah - school Festival Eid ul-Fitr - end of Ramadan Eid ul-Adha -celebration of Prophet Ibrahim	parable Christians worship Creation creator Christians Harvest relationship belongs faith Muslims- followers of Islam Prophet Muhammad- final prophet Mosque- Islamic place of worship Synagogue- Jewish place of worship Altar- table (hold the bread and wine at communion) Font- a basin full of water used in baptism Torah scroll- contains the five books of Moses, written in Hebrew. Yad- pointer to follow the text in the Torah Tallit –

			Qibla - direction towards the Kaaba Minaret-tower on a mosque (used to call for prayer)	fringed garment worn as a prayer shawl
Knowledge				
Substantive Knowledge		Disciplinary Knowledge		
Christianity (Terms 1 – 2) What do Christians believe God is like? Week 1: Christians believe in God, and that they find out about God in the Bible. Week 2: Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Week 3 Some stories show these Christian beliefs: Week 4: Know the story of Noah's Ark Week 5: Know the story of Joseph Week 6: Know the story of Daniel and the Lion's den Who do Christians believe made the world? Week 1: Christians worship God and try to live in ways that please him. Week 2: God created the universe. The Earth and everything in it are important to God. Week 3: God has a unique relationship with human beings as their Creator and sustainer. Week 4-5: Know the story of the nativity Week 6: Humans should care for the world because it belongs to God. Islam (Term 3-4) How is Allah described in the Qur'an? What do Muslims learn about Allah and faith from the Qur'an? Week 1 Explore what it means to be a Muslim (using artefacts and the story sack). Week 2 Muslims believe Shahadah (statement of faith) – 'there is no God but God, and Muhammad is his prophet.' Week 3: There will be an understanding that one of the Five Pillars 'Imam' (faith) is used as part of prayer and connected with the oneness of God so that Muslims can lead a harmonious life.		<u>Understanding believers</u> *Know how to approach sources of authority from which people derive their beliefs. *To interpret sources of authority Begins to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita). Begin to make a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness). <u>Working as a community:</u> *Know ways in which context affects ways of living *To analyse data that shows ways in which context affects ways of living Begin to identify that different people have different beliefs about the world around them. Begin to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. Begin to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc) Begin to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. Begin to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage. <u>Working as a thinker</u> *Know different ways in which humans seek knowledge/wisdom *To reason using evidence Begin to ask questions about the world around them.		

Weeks 4-6 disciplinary focus: How do Muslims live their lives? Week 4: Know how they show support to charity Week 5: Muslims place an importance of serving others and showing compassion, e.g. zakat (charitable gifts – 2.5% of disposable income annually) That they must care for the world just the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) has shared Week 6: know the story of the prophet receiving the Qu’ran Week 7: disciplinary knowledge. Islam – Community: What do Muslims do to express their beliefs? Which celebrations are important to Muslims? Week 1: Prayer – what/ when/ how/ how often/ why? Week 2: Prayer in the home compared to prayer at Mosque Week 3: Al Hijra – New Year Week 4: Eid Ul Fitr Week 5: Ramadan LAS Additional Unit (Terms 5-6) Places of worship including Christianity Week 1-2 <i>Judaism: Torah scroll, yad, tallit</i> Week 3-4 <i>Christianity: candle, font, altar</i> Week 5-6 <i>Islam: prayer mat, quibla, minaret</i> Know the meaning of these objects and where you would find them. Children can discuss their purpose and significance Children will know who uses the objects and where Why do we have places of worship? During Term 6 – develop disciplinary knowledge and look at Christians in Boston vs Australia, Jews in Lincoln vs Jerusalem and Muslims in Peterborough vs Pakistan. Are places of worship and worship methods different? Develop disciplinary knowledge.	Begin to make connections between using their senses and what they know about the world around them. Begin to use reasons to support personal opinions about religions and beliefs.
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Concepts		
God	Behaviour	Holy Books
End of Year Assessment		
Working at Expected	Greater Depth	
A child working at the expected standard will be able to recall the substantive knowledge. A child working at the expected standard will have made progress in their confidence of using the disciplinary knowledge and skills of: <u>Working as a theologian:</u> *Know how to approach sources of authority from which people derive their beliefs. *To interpret sources of authority <u>Working as a social scientist:</u> *Know ways in which context affects ways of living *To analyse data that shows ways in which context affects ways of living <u>Working as a philosopher:</u> *Know different ways in which humans seek knowledge/wisdom *To reason using evidence	See the expected standard. Children will work as a theologian, a social scientist or a philosopher drawing upon their substantive knowledge independently and they will ask deep questions.	