

RE Year Planner Year 1 2024/25

Term	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Topic or Stand-Alone?	Christianity	Christianity	Christianity	Christianity	Judaism	Judaism
Enquiry Questions:	1.2 Who do Christians say made the world?	1.3 Why does Christmas matter to Christians? (Incarnation)	1.9 How should we care for other and the world and why does it matter?	1.5 Why does Easter matter to Christians? (Salvation)	1.7 Who is Jewish and how do they live? (Double unit)	1.7 Who is Jewish and how do they live? (Double unit)
Core elements:	<p>Making sense Retell the story of creation from Genesis 1:1–2:3 simply</p> <ul style="list-style-type: none"> Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world <p>Understanding impact Give at least one example of what Christians do to say 'thank you' to God for Creation</p>	<p>Making sense Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Understanding impact Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Making connections Think, talk and ask questions about Christmas for people who are Christians and for people who are not •</p>	<p>Making sense Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Understanding impact • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural</p>	<p>Making sense • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <ul style="list-style-type: none"> Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <p>Understanding impact - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Making connections - • Think, talk and ask questions about whether the story of Easter</p>	<p>Making sense - Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p> <p>Understanding impact - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might</p>	<p>Making sense - Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p> <p>Understanding impact - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might</p>

	<p>Making connections Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>earth • Say why Christians and Jews might look after the natural world. Making connections Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	<p>remember God in different ways (e.g. mezuzah, on Shabbat) Making connections -Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>remember God in different ways (e.g. mezuzah, on Shabbat) Making connections -Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>
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<p>Sequence of lessons</p>	<p>Key Question: Who do Christians say made the world? Introduce this unit by spending some time with pupils experiencing nature. Ask pupils how they describe what they see and how they feel. Lesson 1 –</p>	<p>Key Question: Why does Christmas matter to Christians? [Incarnation] Introduce this unit by looking for signs that Christmas is coming – signs of winter, decorations, adverts Lesson 1 . Ask pupils why they think Christmas is</p>	<p>Key Question: How should we care for others and the world and why does it matter? Lesson 1 – • Introduce the idea that each person is unique and important; use teachings to explain why Christians and Jews believe that God values everyone.</p>	<p>Key Question: Why does Easter matter to Christians? [Salvation] Lesson 1 Introduce it by looking around for examples of the new life that comes in the spring. The story for Christians leads to the idea of new life.</p>	<p>Key Question: Who is Jewish and how do they live? [God/Torah/the People] [double unit] Lesson 1 As a way in, discuss what precious items pupils have in their home. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events. • Find out what special objects Jewish people might have in their home (e.g. 'Through the</p>
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	<p>Explore the idea that created things have creators: look at some objects and see what pupils think their creators would be like (kind, clever, friendly, etc.). Look at objects in the natural world: suppose these objects have a creator, what do pupils think that this creator would be like?</p> <p>Introduce idea that many people (e.g. Jews, Christians and Muslims) believe that there is a Creator of the world, God. Answer the key question: Who do Christians say made the world</p> <p>Lesson 2 – Talk about: if Christians believe God made the world, what should they do? Perhaps thank God. Look at some 'thank you' prayers Christians might say about the world; or some praise prayers about the Creator.</p>	<p>important for Christians.</p> <ul style="list-style-type: none"> • Tell some familiar stories about a character who appears to be someone he/she is not (e.g. Beauty and the Beast). Look at a picture of baby Jesus from Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby but God on Earth! Note that the word 'incarnation' means 'God in the flesh'. Christmas celebrates the Incarnation. <p>Lesson 2 –</p> <p>Tell the story of the Nativity. You could use a Christmas story trail.</p> <p>Set up some stations: Gabriel visits Mary; journey to Bethlehem; Jesus born and placed in manger; angels appear to shepherds; shepherds visit Mary. Pupils hear the story at each station then</p>	<p>Use the Golden Rule to illustrate a non-religious view of the value of all people. Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others.</p> <p>Lesson 3</p> <p>Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, Sister Frances Dominica.</p> <p>Lesson 4</p> <p>Look carefully at some texts from different religious scriptures about the 'Golden Rule'. Make cartoons to show their ideas.</p> <p>Lesson 5</p> <p>Recall earlier teaching about Genesis 1: retell the story, remind each</p>	<ul style="list-style-type: none"> • Introduce the story of Holy Week. <p>Set up an Easter labyrinth or outdoor trail for pupils, including</p> <ol style="list-style-type: none"> 1) The entry into Jerusalem 2) Jesus' betrayal and arrest at the Mount of Olives 3) Jesus dies on the cross 4) The empty tomb e.g. Luke 5) Jesus' appearance to Mary Magdalene and the disciples. <p>Talk about the emotions of Jesus's followers during the week.</p> <p>Lesson 2 –</p> <p>Connect the idea of eggs, new life and the belief in Jesus' resurrection. Look at decorated Easter eggs – make some model eggs and decorate with scenes from Easter Sunday.</p> <p>Lesson 3 –</p> <p>Find out about how churches celebrate different parts of Holy Week, e.g. Palm Sunday crosses; Good Friday,</p>	<p>keyhole' activity) Gather pupils' questions about the objects. As they go through the unit, pupils will come across most of these objects. Whenever they encounter an object in the unit, ensure that pupils have adequate time to focus on it closely and refer back to pupils' questions and help the class to answer them where possible. – Add Vocabulary to LW.</p> <p>Lesson 2</p> <p>Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. Use this as the background to exploring mezuzah, Shabbat and Jewish festivals – how these all remind Jews about what God is like, as described in the Shema, and how festivals help Jewish people to remember him. Talk about the People of Israel as God's Chosen or Favoured People.</p> <p>Lesson 3 –</p> <p>Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside.</p> <p>Lesson 4 –</p> <p>Find out what many Jewish people do in the home on Shabbat (God rested on the seventh day).</p> <p>Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations.</p> <p>Lesson 5 –</p> <p>Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people.</p> <ul style="list-style-type: none"> • Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals: e.g. Sukkot.
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	<ul style="list-style-type: none"> • Make links with grace before meals: many Christians thank God every time they eat. <p>Lesson 3 – Make links with Harvest, where Christians traditionally thank God for Creation: connect school harvest celebrations, Ask pupils to write some 'thank you' comments and to give them to the appropriate people.</p> <p>Lesson 4 – Ask pupils what questions they would ask about living in an amazing world. Recall the story from Genesis 1.</p>	<p>go back to their places and draw pictures/write sentences to retell the story.</p> <p>Lesson 3 –</p> <p>Look at a selection of Christmas cards: which ones have got a clear link to the story in Luke? Ask pupils to explain the links.</p> <p>Lesson 4 –</p> <p>Make connections with the kinds of decorations people put up for birthdays with those put up by Christians for Jesus' birthday. What decorations would connect with the story in Luke? Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions?</p> <ul style="list-style-type: none"> • People give gifts and they also say 'thank you' at Christmas. Ask pupils to create the 'thank you' prayers of all the characters in the Nativity story 	<p>other what it tells Jewish and Christian believers about God and creation. Talk about ways in which Jews and Christians might treat the world.</p>	<p>Easter Sunday. Connect these practices with the events in the story.</p> <p>Lesson 5 Ask pupils why people find it helpful to believe that there is life in heaven after death. Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying.</p>	
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		in Luke. Think about all the people pupils would like to thank at Christmas time. Ask pupils to create some of their own 'thank you' statements and give them out.				
Vocabulary:	Christians, creator, Jews, prayers, creation.	Incarnation, baby Jesus, nativity, decorations, Bible.	Gods values, Christian, Bible, Golden rules.	Resurrection, Holy week, Easter, salvation, mount of Olives, Jesus.	Jewish, Shema, mezuzah, scroll, sukkot, Shabbat, Sabbath.	
Additional non-fiction reading						

BPM