**Year 1 R.E Curriculum – Autumn Term 1**

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| **Theme: What does it mean to belong to a faith community?** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| **Make sense of beliefs:** • Recognise that loving others is important in lots of communities• Say simply what Jesus and one other religious leader taught about loving other people **Understand the impact:**• Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean• Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)**Make connections:**• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences• Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. | **Keyword** | Definition  | **Keyword** | Definition  | Speaking and listening – discussion, explaining, questioning. |
| Christians | The belief that Jesus is the Christ, or chosen one, whom God sent to the world to save humans | Baptism | Baptism is a ceremony that symbolises a commitment to living a life as a Christian. |
| Judiaism | Judaism teaches that there is only one God and that God created the world. | Brit bat | A Jewish naming ceremony for girls. |
| Mezzuzah | A piece of parchment scroll with the Shema prayer inscribed on it which is kept in a small case. | Chuppah | The chuppah symbolises the home that the bride and groom will share together. |
| Menorah | Jews celebrating Hanukkah light a candleholder called a menorah for eight nights. | Ketubah | Jewish marriage contract |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| What places/time and stories are special? (Foundation) | How should we care for the world and for others and why does it matter? (Year 1 summer term) |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. To discuss which groups the children belong to.
 | * Know they are part of different community groups.
 | * Investigative/ reflective skills
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| 1. To learn about different symbols of belonging to Christians.
 | * Know about the cross, candles, bibles and christening robes are used by Christians.
 | * Investigative skills
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| 1. To learn about different symbols of belonging to Jewish people.
 | * Know they use mezuzahs, menorahs, kiddish cups and challah bread in their everyday lives.
 | * Investigative and interpretive skills
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| 1. To learn the story of The Lost Sheep.
 | * Know everyone is important to God
 | * Interpretive / reflective skills
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| 1. To understand Jesus told everyone they should love one another.
 | * Know the stories John 13:34-35 and Mark 12:30-31
 | • • Interpretive / reflective skills  |
| 1. To compare Christian and Jewish wedding promises.

( 2 sessions will be needed for this LO.) | * Know the similarities and difference between the ceremonies
 | * Analysing skills
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| **Themes** | **Where these are covered:** |
| **Make sense of belief** | * Lesson 1-5
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| **Understand the impact** | * Lesson 6
 |
| **Make connections** | * Lesson 1-6
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