**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 | |
| 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 | |
| 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 | |
| 1. To learn the story of The Lost Sheep. | | * Know everyone is important to God | | | | * Interpretive / reflective skills | |
| 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 | | | | | | |
| **Understand the impact** | * Lesson 6 | | | | | | |
| **Make connections** | * Lesson 1-6 | | | | | | |