

Manor Primary School
RE. Year 1 Autumn term.
Our Religions, our beliefs

Overview of the Learning

In this unit children will:

In this unit of learning pupils will be learn about what religion is and why it is important to people. It will look at the religions most commonly followed in our community and why they are important to people. It will address some of the important festivals and celebrations that people of different religions celebrate.

Core Aims

- To understand what religion is and why it is important in our community
- The know main features of the Christian harvest festival and understand it as a festival of thanksgiving to God and a time for sharing with those in need.
- To Know why Divali is important to Hindus; know that some features of Hindu beliefs and practices are shown in this festival; give an account of the story of Rama and Sita; explain the meaning of symbols associated with Divali.
- Retell the main events of the visit of the wise men to Jesus; understand the concept of a precious gift and relate the ideas of giving and receiving gifts to their own experience.

Pupils should be taught

- To know why religion is important to people
- To identify some of the main religions in our community
- 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

Expectations

Children can:

use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.

Make links between beliefs and sources, including religious stories and sacred texts.

use religious words and phrases to identify some features of religion and its importance for some people.

begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.



Manor Primary School



Manor Primary School
RE. Year 1. Spring Term.

What does it mean to belong to the Christian Family? Church Visit.

Overview of the Learning

In this unit:

Pupils will be drawing upon their own understanding of belonging, and then relate this to what Christians from different traditions understand about belonging. They look at what Jesus taught about children, and how the church welcomes children into its family. They think about how people show they belong and what is special about belonging. It introduces children to the church as a special place where Christians worship. Children are given an opportunity to experience and reflect on the atmosphere in a church, and to explore the purpose of the building..

Core Aims:

- retell what happens at baptism services (for infants and adult believers), giving a simple explanation of some of the symbolism;
- reflect on their own understanding of belonging;
- talk about what belonging means to Christians from different traditions.
- know that a church is a special place for many Christians and consider the reasons why;
- recognise some of the artefacts and symbols found in a church and know the purpose of some of them;
- reflect on their own feelings and responses to the atmosphere in the building

Pupils should be taught to:

- 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
- identify and suggest meanings for religious symbols and begin to use a range of religious words.

Expectations



Manor Primary School



Children can 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

Manor Primary School
RE. Year 1. Summer Term.
Creation & the Natural World.

Overview of the Learning

In this unit:

In this unit of learning pupils will be learning to consider their own ideas of creation and relate these to the ways in which the Christian and Sikh faiths explain creation. They look at the interdependency of animals and humans and consider their role in this, relating their own experiences. They explore life cycles and pattern in the world and are encouraged to develop an awareness of natural beauty and their responsibility for the environment.

Core Aims:

- retell faith stories of how the world was created and consider their own ideas;
- understand how animals and humans depend on each other;
- observe and reflect on the beauty of the world;

Pupils should be taught to:

Learning about religion:

- 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



Manor Primary School



- identify and suggest meanings for religious symbols and begin to use a range of religious words.

Learning from religion

- 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.

Expectations

Children can 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



Manor Primary School

