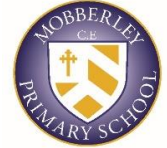


# Moberley Church of England Primary School



## 'Open Hearts, Open Minds, Open Doors'

### Matthew 7:7

"Ask and it will be given unto you; seek and you will find; knock, and the door will be opened to you."

<b>Compassion</b>	<b>Courage</b>	<b>Perseverance</b>	<b>Respect</b>	<b>Honesty and Truthfulness</b>	<b>Friendship</b>
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### Year 1 Religious Education and Worldviews Long Term Plan

Term	<u>Golden Threads</u>	<u>Enquiry Questions</u>	<u>Concepts/ Vocabulary</u>	<u>Statutory End of Key Stage Statements</u>
<b>Unit Name</b>  <b>Religions Covered</b>		<u>Colour coded Enquiry Questions</u> Red= Theology Green= Human and Social Sciences Blue= Philosophy Purple=Other		
<b>Autumn Term 1</b> <b>Who made the world? (UC)</b> Supported by Understanding Christianity Unit Creation (Core Learning) Key Stage 1/Unit 1.2 <b>Christianity</b> What do people believe about God? How are people special? Harvest Festival Christianity/Cross Religious	<b>God, the world and self</b>	How do some people describe God as creator? What do many Christians believe about God? What does the Bible say about creation? What do some Christians, Jews, Muslims believe about creation? Where did the universe come from? How do Humanists believe the world was created?	God Creation Holy book Torah Bible Shabbat Sabbath Harvest Judaism Jew King	9. Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews. 11. Talk about stories in the Bible that describe what God is like for Christians, Jews, and Muslims. For example, in the Old Testament story of Creation - identify Jewish and Christian beliefs that God is the creator who cares for all people. Also, in the New Testament story of the Lost Sheep - identify that Christians believe God is like a Shepherd who goes after those who are lost. 13. Begin to show curiosity and ask questions about at least 3 Christian, Jewish and/or Muslim stories. (The Creation Story)

<p><b>Autumn Term 2</b></p> <p><b>Incarnation</b> Taught using Understanding Christianity Unit – Core Learning Section Key Stage 1/Unit 1.3</p> <p><b>Christianity</b> Why does Christmas matter to Christians? (UC)</p>	<p><b>Belonging and Celebration</b></p>	<p>Is there a right way to celebrate the Christmas holidays? How do different people celebrate special times? How and why do people celebrate Christmas? How do some Christians celebrate Christmas? What can we learn that most Christians believe about Jesus from the nativity story?</p>	<p>Christmas Christian Saviour Angel Magi Christingle</p>	<p>1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas. 3. Identify at least four aspects of how Christians celebrate Christmas, explaining why the event might be important to them. 4. Talk about who Christians say Jesus is e.g. called the Son of God; God in human form. 13. Begin to show curiosity and ask questions about at least 3 Christian stories (Christmas).</p>
<p><b>Spring Term 1</b></p> <p><b>How do people decide what is right and what is wrong?</b></p> <p>Christianity/ Judaism/ Islam/ Humanism</p>	<p><b>Personal Belief</b></p> <p><b>Marking Life's Journey</b></p>	<p>Is it ever right to do something wrong? How do people decide what is right and what is wrong? Who influences us in our right/wrong choices? How do Bible stories and other faith or non-religious stories help us make the right choice?</p>	<p>Right Wrong Lie Truth Truthfulness Values Honesty Dishonesty Holy book God Allah</p>	<p>15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. viewpoints and attempt to support answers using simple reasoning. 16. Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. How do people decide what is right and wrong? (Use examples from different traditions/worldviews).</p>
<p><b>Spring Term 2</b></p> <p><b>Salvation</b> Taught using Understanding Christianity Unit – Core Learning Section Key Stage 1 /Unit 1.5</p> <p><b>Christianity</b> Why does Easter Matter to Christians? (UC)</p>	<p><b>Belonging and Celebration</b></p>	<p>What happened when Jesus went to Jerusalem? How do Christians celebrate Easter in church? How do some Christians celebrate Easter at home? What happens in church at Easter? Why was the empty tomb good news for Christians?</p>	<p>Church Holy Week Palm Sunday Sacrifice Communion Eucharist Cross Easter Prophecy</p>	<p>2. Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus' last week on Earth; entry into Jerusalem, Last Supper, arrest, crucifixion, and resurrection.</p>

<p><b>Summer Term 1</b></p> <p><b>What does it mean to belong?</b></p> <p><b>Why is a church an important place for Christians?</b></p> <p><b>Christianity</b></p>	<p><b>Belonging</b></p>	<p>What does it mean when someone belongs to a Christian community?</p> <p>What do different Christians mean by the word 'church'?</p> <p>Where and how might other people worship?</p> <p>How do different groups express their sense of belonging?</p>	<p>Church Community Cross Bible Worship Vicar Leader Pastor</p>	<p>6. Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. <i>(Use examples from different traditions)</i>.</p> <p>7. Describe at least three things a minister/church leader might do. <i>(Use examples from different traditions)</i>.</p>
<p><b>Summer Term 2</b></p> <p><b>What can we find out about Judaism by exploring a Synagogue?</b></p> <p><b>Judaism</b></p> <p><i>(Include other religious/non-religious viewpoints in discussion)</i></p>	<p><b>Belonging</b></p>	<p>What can we find out about Judaism by exploring a Synagogue?</p> <p>Why is going to a Synagogue important to some Jews?</p> <p>What is the role of the Rabbi?</p> <p>Is the role of a Rabbi similar or different to leaders of religious/non-religious groups?</p>	<p>Ark Tallit-prayer shawl Torah Yad Bimah Ner Tamid (eternal light) Mezuzah Synagogue House of prayer Shabbat</p>	<p>8. Identify that the Torah is a holy book for Jewish people and how the rules in the Torah can guide a Jew in their lives, e.g. Why they believe it is wrong to steal. <i>(Use different interpretations/views)</i></p> <p>9. Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews.</p> <p>10. Describe at least three things a Rabbi might do eg take part in a naming ceremony.</p>

Essential Content: Christianity 'I can'.....
1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas.
2. Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus' last week on Earth; entry into Jerusalem, Last Supper, arrest, crucifixion, and resurrection.
3. Identify at least four aspects of how Christians celebrate Christmas, Easter, and Baptism, explaining why each event might be important to them. <i>(Use examples from different church traditions).</i>
4. Talk about who Christians say Jesus is e.g. called the Son of God; God in human form.
5. Explain that the Bible is the Christian holy book (for most Christians) and identify different kinds of genre/writing.
6. Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. <i>(Use examples from different traditions).</i>
7. Describe at least three things a minister/church leader might do. <i>(Use examples from different traditions).</i>
Essential Content: Judaism 'I can'.....
8. Identify that the Torah is a holy book for Jewish people and how the rules in the Torah can guide a Jew in their lives, eg why they believe it is wrong to steal. <i>(Use different interpretations/views)</i>
9. Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews.
10. Describe at least three things a Rabbi might do eg take part in a naming ceremony.
Cross Religious/Non-Religious Viewpoints 'I can'.....
11. Talk about stories in the Bible that describe what God is like for Christians, Jews, and Muslims. For example, in the Old Testament story of Creation - identify Jewish and Christian beliefs that God is the creator who cares for all people. Also, in the New Testament story of the Lost Sheep - identify that Christians believe God is like a Shepherd who goes after those who are lost.
12. Explain why Abraham is important to both Jewish and Christian traditions <i>(NB he is also important to Muslims)</i> . For example, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is also an example of faith. <i>(Use examples from different traditions).</i>
13. Begin to show curiosity and ask questions about at least 3 Christian, Jewish and/or Muslim stories.
14. Explain three reasons why Moses found it difficult to obey God at first and the 10 Commandments he was given later in life.
15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.
16. Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship? What do others think about God? <i>(Use examples from different traditions/worldviews).</i>