

## Intent and balance in the RE Scheme of Work – KS1

By the end of the phase children will know: (Focus: Christianity and Judaism)

- That many people believe in a being they call God, the creator of the world. People who believe this often think that creation can show people what God is like and so the world must be looked after
- That there are different belief systems, called religions, that have different ways of relating to God e.g. for Christians God is Father, Son and Holy Spirit
- That there are things that people do because they believe in God e.g. prayer and worship
- That these beliefs are found in sacred texts, traditions and experiences
- That stories are told to help people understand God and the world. These stories are found in sacred texts e.g. the Bible, the Torah, the Qur'an
- That there are many things that people think are worth celebrating e.g. Shabbat, Christmas, Easter, Rosh Hashanah
- That what people do and what they believe doesn't stay the same. In the past many things were different
- That religion is often social. There are often special places where people meet together in groups of different sizes and types to share these beliefs and spend time together
- That there are certain people, historically and currently who are important to people e.g. Abraham, Joseph, Moses, Joshua, Jesus, vicars and rabbis
- That for Christians, Jesus is the most important. They believe he is a friend who is with them all the time and can help them when they need help. He is called Saviour
- That Christians believe Jesus is God. He was born as a baby, died and came back to life
- That not everyone shares the same beliefs, and many people do not believe in God at all

## How do the Units link?

### Y1

U1 – Looks at the concept of “special” and what makes people special. It begins to explore the concept of God as special and the ways that people choose to show that they belong. They will begin to see that people are different and that what they do is not the only way of doing things. (H/S & P)\*

U2 – Most children will be familiar with Christmas and harvest from nursery/reception and what makes these times special for certain people. They will see that there are stories behind these celebrations but that they are not celebrated in the same way by everyone. They will continue to see and come to understand that not everyone celebrates the same things. (T, H/S)

U3 - The foundational story for the three Abrahamic faiths is explored, giving children an opportunity to see how text and experience (through the Psalms, as well as their own) gives rise to belief in God and may lead people to worship. They will see that belief can lead to action of some kind and that there is a wider social impact from what is believed. (T, H/S)

U4 – An exploration of Jesus as the most important person for Christians; having encountered him in the Christmas story they now have a chance to explore why this person, whose birth was celebrated at Christmas, is still remembered and followed today. (T, H/S)

U5 – An exploration of the most important people for Jews through the stories from the Old Testament. They will begin to see that people read text differently (interpretation) and that these stories impact on how people behave. They will begin to think about whether it makes sense to use story as a guide for life. (T, H/S & P)

U6 – this will now move them on to thinking about whether there are special places, as well as special times and special people. There is potential to bring in some history and geography, as well as some of the philosophical elements of whether a place is really special, and what makes it special. It will also explore diversity of practice within the religion studied (different synagogues, different churches) and reinforce the idea from U1 that not everyone believes and does things the same way. (H/S & P)

## Y2

U1 – Drawing on information gathered about the people special to Christians and Jews, this unit looks more at the nature of the people followed and explores the qualities of leaders, addressing the question of whether leaders are needed. This reinforces the issues of diversity within and between religious and non-religious groups, while also looking at the impact of leaders on communities and society. (T, H/S & P)

U2 – Looking at the symbols people choose to demonstrate who they are following, this expands on the previous unit and continues the themes of impact of beliefs on individuals and societies, as well as diversity. The stories and beliefs behind the symbols pick up the issue of interpretation. (H/S & T)

U3 – In many ways the celebration of new year in the Western world is largely tradition. This unit therefore continues the theme of diversity of belief and practice, including non-religious ideas, as it explores a variety of new year celebrations. Asking if the new year should be celebrated, links back to Y1 U2 about Christmas and harvest, deepening children's understanding of what makes something worth celebrating. (H/S & P)

U4 – Continuing the theme of how things should be celebrated, this unit returns to the central figure of Christianity and the most important celebration. Drawing on what they have learned about all the different celebrations, the character of Jesus, why certain people are worth following and how texts can be interpreted they have an opportunity to think about the impact of the Easter story on the church, Christians and society. (T, H/S)

U5 – If the Easter story changed the way that people understood who Jesus was, can other stories have an impact? Is it reading the story or is it having the experience that makes a difference? Is everyone affected the same way by a story, and should stories influence that way we behave? These are some of the questions that this unit should enable pupils to encounter. There are further opportunities for variety of interpretation, as well as an exploration of right and wrong. (T, P & H/S)

U6 – Shabbat is an example of how a story – the creation story – has influenced the behaviour of a group of people. The Jewish day of rest is based on the creation story, as well as the commandments of God. This begins to introduce the idea that in many religious groups there are rules that need to be followed. This brings the discussion round to the questions raised at the beginning of the phase, about who and what is special, which is the unifying theme of the key stage. (T, H/S & P)

\*T = Theology; P = Philosophy; H/S = Human Science (SIAMS Schedule strand 7 and glossary)