



Horbury Primary Academy

Religious Education: Key Stage 1



Religious Education Progression

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Topics Include:

Who is a Christian and what do they believe? (Y1)

What makes some places sacred? (Y1)

What does it mean to belong to a faith community? (Y1)

How and why do we celebrate special and sacred times? (Y1)

How should we care for others and the world and why does it matter? (Y2)

How and why do we celebrate special and sacred times? (Y2)

Who is Jewish and what do they believe? (Y2)

What can we learn from sacred books? (Y2)

Who is a Muslim and what do they believe? (Y2)

Wakefield Agreed Syllabus

Core Language Progression

Islam: Muslim, Allah, Qur'an, Mosque, Prophet Muhammad, Moon and Crescent.

Judaism: Jew, Jewish, God (Yahweh), Torah, Synagogue, Star of David.

Christianity: Christian, God, Jesus, Bible, Church, Cross.

Other: Places of worship, Holy/Special Book, Faith, Trust, Love, Symbols, Festivals, Belief, Pray, Worship, Religion, Creation, Community.

Religions Covered in KS1:

Islam
Judaism
Christianity

	Believing (Religious beliefs, teaching, sources; questions about meaning, purpose and truth)	Expressing (Religious and spiritual forms of expression, questions about identity and diversity)	Living (Religious practices and ways of living; questions about values and commitments)
Year 1	<p><u>Who is a Christian and what do they believe?</u></p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus. • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • Talk about issues of good and bad, right and wrong arising from the stories. • Ask some questions about believing in God and offer some ideas of their own. 	<p><u>What makes a place sacred?</u></p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. • Talk about ways in which stories, objects, symbols and actions used in churches, show what people believe. • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. • Ask good questions during a school visit about what happens in a church. <p><u>How and why do we celebrate special and sacred times?</u></p> <ul style="list-style-type: none"> • Identify some ways Jewish festivals are celebrated. • Re-tell stories connected with Jewish festivals. • Ask questions and suggest answers about stories to do with Jewish festivals. • Collect examples of what people do, give, sing, remember or think about at the 	<p><u>What does it mean to belong to a faith community?</u></p> <ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Jews and at least one other religion, suggesting what these might mean and why they matter to believers. • Give an account of what happens at a traditional Jewish dedication and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married. • Respond to examples of co-operation between different people.

		religious celebrations studied, and say why they matter to believers.	
Year 2	<p><u>Who is Jewish and what do they believe?</u></p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God. • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. • Ask some questions about believing in God and offer some ideas of their own. <p><u>What can we learn from sacred books?</u></p>	<p><u>How and why do we celebrate special and sacred times?</u></p> <ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost. • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and say why these are important to believers. • Ask questions and suggest answers about stories to do with Christian festivals. • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. • Suggest meanings for some symbols and actions used in these religious celebrations. 	<p><u>How should we care for the world and why does it matter?</u></p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world. • Identify ways that some people make a response to God by caring for others and the world. • Talk about issues of good and bad, right and wrong arising from the stories. • Talk about some texts from Christianity that promote the 'Golden Rule', and think about what would happen if people followed this idea more. • Use creative ways to express their own ideas about the creation story and what it says about what God is like.

- Recognise that sacred texts contain stories which are special to many people and should be treated with respect.
- Re-tell stories from the Torah/the Qur'an; suggest the meaning of these stories.
- Ask and suggest answers to questions arising from these stories.
- Talk about issues of good and bad, right and wrong arising from the stories.

Who is a Muslim and what do they believe?

- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.
- Re-tell a story about the life of the Prophet Muhammad.
- Recognise some objects used by Muslims and suggest why they are important.
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.