

Y1/2 units of learning



Creating a broad and balanced RE curriculum using the Units of Learning

If schools choose, they may design their own RE curriculum from the statutory aspects in *The Agreed Syllabus*; see *Designing your own broad and balanced RE curriculum for KS1-3 in Supplementary Resources*.

In order to develop a broad and balanced curriculum for RE that incorporates the Units of Learning, a class teacher will need to make reference to

- The main **Agreed Syllabus** document and in particular
 - **3 Areas of Understanding** for the relevant key stage
 - **End of Key Stage Expectations** for the relevant key stage
 - **Key Content and Vocabulary** for faiths chosen for study
- **RE in EYFS** as relevant
- **Units of Learning** and **SEND Units** for the relevant key stage

Prior to planning your RE curriculum:

- Check the requirements for each key stage (p.8) alongside the school RE policy
- Consider the school RE long-term plan and the chosen religions and worldviews for the relevant year group
- Ensure a clear rationale that takes account of the pupils' context

Placing enquiry at the heart of learning

The **enquiry model** provides for a sequence of learning, so that pupils build upon their prior knowledge and understanding to ensure progression. Where RE is most effective, enquiry is placed at the heart of learning. Teachers should develop a well-defined and systematic approach to using enquiry in RE. Enquiry is most effective and consistent where it is based on a clear, straightforward model:

Enquiry cycle

Where RE works well, pupils are given carefully structured opportunities to find out for themselves, making their own connections and drawing their own conclusions.

Ask questions

- engage pupils from the outset in 'big questions' to provide a context for carrying out an investigation to answer their own questions, drawing on previous learning

Investigate

- promote questioning and discussion about key religious concepts
- use a multidisciplinary approach to deepen learning and extend pupils' investigations into religion and other worldviews, looking through different lenses
- dig deeper into pupils' questions

Interpret and analyse

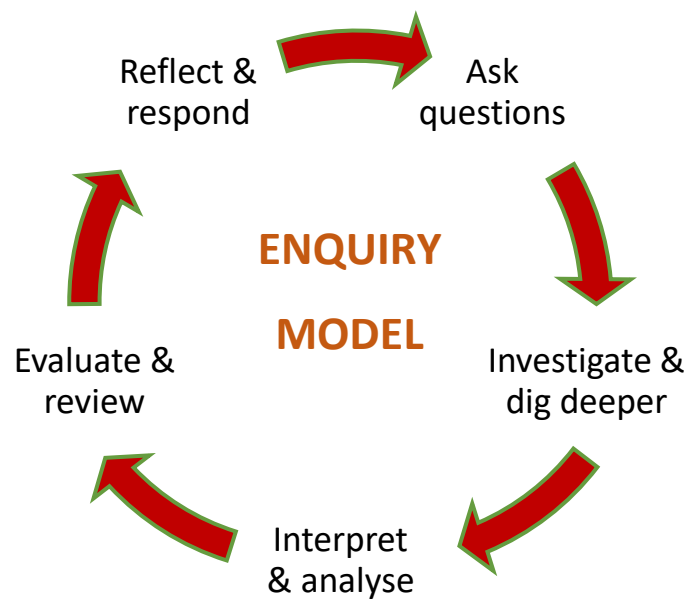
- provide first-hand experience
- give access to examples of living religious practice and high-quality resources to stimulate pupils' learning

Reflect and respond

- integrate opportunities for reflection throughout the process of enquiry, enabling them to deepen their knowledge and understanding

Evaluate and review

- encourage pupils to develop well-founded reasons and justify their conclusions or views



The Units of Learning for Key Stages 1, 2 and 3

The **non-statutory** Units of Learning that accompany this syllabus follow the enquiry model and provide exemplification of medium-term planning. The units are not written with a particular faith focus, but provide a progressive framework from Key Stages 1-3. Together, the units offer **complete coverage of all statutory aspects of the agreed syllabus**; they do not have to be taught in the order in which they are presented. There are separate units for Christmas and Easter in KS1 and KS2; these are additional and should be used alongside, as supplementary to the main units.

Each Unit of Learning comprises:

About this unit

- Provides an overview of the learning

Concepts and Vocabulary

- Essential building blocks to cover in the unit

Areas of Understanding

- The Areas of Understanding are mapped across the programme of units and may include more than one disciplinary focus (The Agreed Syllabus p.10-11)
- Each Area identifies learning outcomes stating what pupils should be able to achieve and provides opportunities to explore key aspects of the religions studied

Prior knowledge

- Check for progression from one year to the next, so that pupils' enquiries enable increasing depth of knowledge and understanding

Identify learning questions

- Suggested questions help build the enquiry; there are questions in the Key Content for each faith, taking a focus from one of the three disciplinary lenses (p.10-11)
- Choose a spread of questions to ensure progression across the key stage, adding pupils' supplementary questions

Enquiry

- Suggested investigations address questions posed; it's not necessary to use them all; incorporate other lines of enquiry, maybe from the pupils

Dive deeper, question further

- An opportunity to extend the learning and build metacognition

Reflect on learning

- Take time for pupils to think about what has been learnt

Demonstrate new understanding

- Pulls together the learning within the unit
- Opportunities to assess pupils' learning in a formative way

Progression exemplars

- Offers examples of what pupils should be able to achieve
- Relates directly to the identified End of Key Stage statements for Key Stages 1-3; what is assessed does not encapsulate the entirety of pupils' learning in RE

Other aspects to consider when planning from the units:

- Consider the intent of your RE curriculum; check that the core questions in each year group progress logically from one to another
- For each core question, consider the relevant knowledge needed to achieve the chosen learning outcomes
- Having chosen the core questions, shape the learning by using the key concepts within the suggested vocabulary for each faith studied
- How does the RE curriculum relate to other subjects in the curriculum?

Unit 1.1: Belonging

Key Question: Who belongs?

<p>About this unit This unit builds on and extends children’s learning from the EYFS about the uniqueness of the individual, focusing on what it means to belong and enquire how a faith member has a sense of belonging to their faith. Present different kinds of family through story, persona dolls, puppets and explore what it means to belong to a faith family, becoming a member and keeping the rules. Make use of stories from sacred texts and think about what believers can learn from them.</p> <p>By the end of the unit, pupils should be able to associate some symbols and artefacts with naming and marriage ceremonies, connect sacred texts to the appropriate faith and explain how belonging to a faith starts with a naming ceremony and is lived out in daily life. <i>Also see the Christmas unit which may follow.</i></p>	
<p>Concepts belonging, commitment, faith, community, ritual, worldview</p> <p>Vocabulary religion, life values, rules, naming ceremonies, promises</p>	
Exploring	Learning Outcomes <i>By the end of KS1 pupils should be able to</i>
Why are symbols and artefacts important to some people?	reflect on what is special to themselves and others identify connections to religion and belief in the community identify precious things for people of faith
How does a person of faith live their life?	explain how a person shows religion in their life talk about the lives of children from two different faith communities
What are the religious rituals and ceremonies connected with important times in life?	say why religious people celebrate an important life event think about what matters most in a religious ceremony, including symbols and artefacts say why people of faith make promises
<p>Prior knowledge Draw on children's own experience of belonging; is it important to feel that you belong? Identify different groups the children belong to: family, class, teams, clubs Talk about what they wear for different activities, such as uniforms and badges</p>	
<p>Identify learning questions: Who belongs? How do we show belonging? How do we know if someone belongs to a club or group? Can anyone belong to every club or group? (ask for reasons) What does it mean to belong to a religion? How does a child in a faith family show belonging? What do they wear/do to show they belong? How do they become a member of their faith? What do Christian symbols and artefacts tell us about what people believe? What is a promise? What promises might a faith member make? Is it ever right to break a promise? Do we need rules? Where do faith members find their rules for living?</p>	

Unit 1.1: Belonging

Key Question: Who belongs?

Enquiry: consider

- personal relationships among family, friends and in school life
- what makes a family, exploring different models, including marriage
- belonging to a faith family
- looking at the pattern of a faith life and what it means to believe and belong
- shared values
- rules for family, school, friendship and faith groups
- the importance of keeping promises when making a commitment
- items faith members might wear/own to show their faith and learn about their meaning; explore why faith members might find it important to wear particular items at certain times
- video clips showing how people mark important times in life - baptism, naming ceremonies and welcoming a baby, wedding
- stories from sacred texts that contain 'golden' rules for living
- rules for living within the Bible and other sacred texts and identify links between religious rules and rules in school

Dive deeper, question further

Interview a faith member about how the impact of belonging to their faith guides their life and determines how they treat others

Reflect on learning

Respond and express feelings about belonging to groups at school, home and elsewhere

Talk about how belonging to a faith gives members a sense of identity

Demonstrate new understanding

Create a 'Book of Belonging' making links between their own experience of belonging and those of a child of faith

Make a blog or 'Day in the Life of...' video or presentation of a child of faith

Create artwork illustrating a rule for living from a particular faith tradition

Create a display explaining how the symbols in a ceremony of commitment are important to faith members

Make a display of rules for living from a sacred text showing how these link to school rules

Links to Understanding Christianity

[FS2/Unit F2 Incarnation p.8](#)

[Unit 2A.3 Incarnation/God, p.2-3](#)

[Unit 2A.2 People of God p.3](#)

Progression exemplars

Recall some of the symbols, artefacts and rules associated with belonging to a faith group

Recognise some similarities between faith groups

Talk about what it means to belong and understand the importance of a promise

This contributes to the following End of Key Stage statements:

- **Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them**
- **Tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group**

Unit 1.2: Worship

Key Question: Why worship?

<p>About this unit This unit builds on children’s previous learning around ‘special’ places and objects in EYFS. Take opportunities to visit places of worship, either in real time or virtually; identify their key features; link to cross-curricular studies within the local community.</p> <p>By the end of the unit, pupils will understand how places of worship are used and this leads directly into learning about the celebration of festivals – Easter, Eid, Holi, Baisakhi, Pesach (also see the <i>Easter</i> unit which may follow).</p>	
<p>Concepts gospel, worship, sacred</p> <p>Vocabulary churches and other places of worship, features of the building, holy days</p>	
Exploring	Learning Outcomes <i>By the end of KS1 pupils should be able to</i>
How and why do people of faith worship?	describe different ways people may worship recognise aspects of worship common to more than one faith reflect on the importance of worship in the life of a believer
How is a place of worship used?	name the parts of two places of worship for different faiths describe how the building and its artefacts are used in different ways
What makes a holy book special?	recognise and name the holy books of different faiths retell a story from two different faiths and say what they mean for the believer
<p>Prior knowledge Be able to talk about their special place, where is it? Why is it special? Know places that are special to certain groups of people, such as the football/rugby stadium</p>	
<p>Identify learning questions: Why worship? Looking at how people worship in different Christian traditions: What is worship? Where can people worship? At home? At a place of worship? What places of worship are in the community/wider area? Why is music often important to worship? What happens in a church? What happens in another place of worship? Who goes there? Why? Who looks after the place of worship? Who leads worship? What do they wear? What do they do? How do they prepare for worship? What objects do you find in a church? What objects do you find in another place of worship? How are sacred texts treated?</p>	
<p>Enquiry: consider</p> <ul style="list-style-type: none"> the idea that a place of worship is special to a group of believers 	

Unit 1.2: Worship

Key Question: Why worship?

- different ways people may worship
- photos illustrating worship in homes and in other places; identify and name objects used
- the use of holy books, prayer and service books
- how religious artefacts are used in places of worship and at home
- special clothes people might wear in a place of worship
- stories from different faiths which have similar messages
- visiting a place of worship and look at how the different parts are used, or make a virtual tour

Dive deeper, question further

Listen to religious music and discuss what it might mean to a believer; reflect on the style & mood of different types of religious music

Plan questions to ask a worshipper about what they do in their place of worship and/or at home and why

Reflect on learning

Consider the special atmosphere in a place of worship or another sacred place

Consider what makes a holy book special

Talk about feelings when watching or participating in an act of worship

Demonstrate new understanding

Design a ceremony for a special occasion, drawing on learning about religious ceremonies

Make a class book of prayers

Make a montage of people associated with a place of worship, sharing information about:

- roles
- clothes
- activities
- reasons for going there

Draw a place of worship and say what happens there

Retell a story from a holy book and say what message it gives

Draw, write, talk about a memory of a place of worship

Links to Understanding Christianity

[Unit 1.1 God p.3 \(types of Christian prayer\)](#)

[Unit 1.4 Gospel p.2-5](#)

Progression exemplars

Recall the important features of a place of worship and say how they are used

Say why a local place of worship is important for many people

Recognise which holy books are special to different religions

This contributes to the following End of Key Stage statements:

- **Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences**

Unit 1.3: What a wonderful world Key Question: Why is the world special?

<p>About this unit This unit builds on children’s previous learning around ‘special’ places in EYFS and provides opportunities for learning outside the classroom. Explore and appreciate the natural world; listen to Jewish/Christian and other worldviews about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world.</p> <p>By the end of the unit, pupils will know that a most religious traditions believe that god made the world and so it is precious, they also believe that the world was created and given to humans to care for. They will be able to explain in simple terms what happened in a creation account and use and show understanding of relevant vocabulary.</p>	
<p>Concepts creation, God, sacred, peace</p> <p>Vocabulary environment, climate, world, universe, precious, care</p>	
Exploring	Learning Outcomes <i>By the end of KS1 pupils should be able to</i>
Why are creation stories important to faith members?	<ul style="list-style-type: none"> recall some creation stories from different traditions identify similarities and differences between creation stories talk about the meaning of two different creation stories
How do different faiths say the world should be cared for?	<ul style="list-style-type: none"> say why the world is a special place for faith members talk about ways that everyone can play their part in caring for the world
<p>Prior knowledge Recall previous learning about special places</p>	
<p>Identify learning questions: Why is the world special? How is the Earth precious; what is wonderful about it; where did it come from? How do people treat precious things differently? Where do sacred stories come from? What do Christians believe about God and creation? What do you think Christians learn from this story? What stories do other religions tell about the creation of the world? What do these stories teach their followers? Why should we look after the Earth?</p>	
<p>Enquiry: consider</p> <ul style="list-style-type: none"> • listening to Louis Armstrong’s ‘What a wonderful world’; talk about what pupils think makes our world wonderful • exploring a natural area, park or nature reserve, let pupils find things they think are wonderful, encourage them to give reasons for their choices • making a display/discovery table of wonderful things, say how and why they are wonderful • giving time for children to respond in a creative way to what they think is wonderful about the world; encourage them to ask questions and record these for discussion • unpacking the concept of creation, looking at familiar objects and considering how they are made, if they have a purpose; what attributes their maker might have • the Christian / Jewish creation story (<i>UC suggests a guided visualisation for this activity and includes a resource in Unit 2A.1</i>); stimulate responses and encourage pupils to ask questions about it 	

Unit 1.3: What a wonderful world Key Question: Why is the world special?

- the Hindu or Islamic creation account; encourage pupils to ask questions about it
- poems, prayers and hymns about creation and the way they describe the world
- including the 'Big Bang' theory if raised by pupils
- where stories linked to creation may be found, including in artworks, music, dance and drama

Dive deeper, question further

Talk about why there are different creation stories

Talk to faith members and find out why the creation story is important to believers

What do people with a non-religious worldview believe about how the world began?

Look at a piece of art and suggest what the artist is trying to convey

Listen to/watch a piece of creation music; what feelings does it arouse?

<https://www.youtube.com/watch?v=nxdv2hxxg1HQ>

Reflect on learning

Reflect on the different ways in which people express their ideas about creation

Look at diversity in the natural world and uniqueness in creation and demonstrate appreciation of this

Demonstrate new understanding

Make a class Big Book or *Our Wonderful World* display to illustrate the Louis Armstrong song

Talk about how the different creation stories describe how plants and animals came into being

Make a picture in the style of a famous artist showing one part of a creation story and say what is happening and which religion it comes from

Tell the creation story using Godly Play

If pupils were given the power to create something, what would it be?

Links to Understanding Christianity

[Unit 1.2 Creation](#)

[Unit 2A.1 Creation/Fall p.2](#)

Progression exemplars

Recall Christian /Jewish beliefs about God and creation stories, adding some details

Retell a creation story using relevant vocabulary and say where the story comes from

Ask their own 'wondering' questions about the world

Talk about ways of caring for world

This contributes to the following End of Key Stage statements:

- **Retell and suggest meanings for some religious and moral stories and say how they influence people today**
- **Consider and make responses to big questions from different worldviews**

About this unit

This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual.

By the end of the unit, pupils will be able to describe the temptations of Adam and Eve and Jesus. They will be able to explain what temptations there are in their own lives and how they make their own choices, linking to British Values. *Also see the Christmas unit which may follow.*

Concepts

gospel, right and wrong

Vocabulary

consequence, good, evil, fairness, moral choices, Adam & Eve, temptation

Exploring	Learning Outcomes <i>By the end of KS1 pupils should be able to</i>
How do people decide what is right and wrong?	talk about how people make choices talk to faith members about how they make moral choices
What do faith stories say about the value of each individual?	retell faith stories about the value of each individual talk sensitively about people of different faiths
What are the special rules and values that religious people follow?	make links between religious rules and values for living

Prior knowledge

This unit builds on learning in Unit 1.3 *What a wonderful world* and draws upon a basic understanding of how individuals operate within a community such as at school

Identify learning questions: Right or wrong?

- When do we have to make choices; what different choices might we make?
- What are our difficult choices?
- What are temptations; how do we deal with them?
- How do we know what is right and wrong?
- What does it mean to be 'good'?
- What is the purpose of rules?
- Is it worth doing good things if nobody sees you? How might a faith member respond to this question?
- Is it ever right to steal or tell lies? What do sacred books say about how to treat others?

Enquiry: consider

- listening to a faith story such as the *Milk and the Jasmine Flower (Sikhi)*, *The Garden of Eden*, *Jesus' Temptations*, *The Good Samaritan*
- re-enacting a faith story about a moral dilemma – link to Talk for Writing
- holding a community of enquiry (P4C) to raise questions about one of the faith stories
- hot seating a character from *The Good Samaritan* and exploring the choices made

- what faith stories teach faith members about moral choices
- the words of the Christian *Lord's Prayer* and the line "*Lead us not into temptation....*"
- how we can show responsibility and consider the needs of others and the wider community
- revisiting the *Golden Rule* (Unit 1.1) and thinking about how it applies to our treatment of others
- when is it "not fair"?
- what two different faiths say about how we should treat each other and how we can live in communities that are just and fair

Dive deeper, question further

What is faith in action? What are faiths doing within our local community?
Is right always right, and wrong always wrong?

Reflect on learning

How do we feel when we make the right choices?
How do we feel when we realise we have made the wrong choices?
What can we do if we make the wrong choices? Can we always put things right?
What would a person of faith do to make things better?
What is there always more room in the world for?

Demonstrate new understanding

Create a display from group and class discussions to demonstrate how the choices we make and how they may affect other people and help make the world a better place
Make bowls like Guru Nanak's; explain the values you would put in them and why
Retell a faith story as a comic strip and say how it could help someone make wise choices
Talk about the ways in which people from different faiths share similar beliefs about right and wrong

Links to Understanding Christianity

[Unit 1.1 God](#)
[Unit 2A.1 Creation/Fall p.4-5](#)
[Unit 2A.4 Gospel](#)

Progression exemplars

Respond sensitively to what's right and what's wrong
Respond respectfully to people of different faiths and cultures
Recognise differences and similarities between school rules and religious rules

This contributes to the following End of Key Stage statements:

- **Express ideas and opinions about moral questions of right and wrong**
- **Share ideas and examples of co-operation between people who are different**

<p>About this unit This unit builds on children’s learning in Unit 1.1 <i>Belonging</i>, taking a theological focus, about how beliefs are expressed. Introduce key figures from Old and New Testaments, alongside stories from other religious traditions; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs.</p> <p>By the end of the unit, pupils should be able to associate core beliefs with key figures and artefacts from two religions. There are opportunities to talk about British Values. <i>Also see the KS1 Easter unit which may follow.</i></p>	
<p>Concepts God, sacred, holy, belief, religion</p> <p>Vocabulary named characters and artefacts from chosen faiths, prayer</p>	
Exploring	Learning Outcomes <i>By the end of KS1 pupils should be able to</i>
What do people of faith believe?	name some beliefs of two different faiths recognise beliefs that are the same for different faiths
What are the different ways in which people of faith express their beliefs?	describe how religious people may express their beliefs in action consider a prayer or text that expresses belief
<p>Prior knowledge Recap work covered in Unit 1.1: <i>Belonging</i>; groups pupils belong to - promises / commitments made when joining a community</p>	
<p>Identify learning questions: What is true? What is ‘belief’? What do I believe in? Do others believe the same as me? Why should we respect the beliefs of others? What do Christians believe? What do members of a different faith believe? Do people who don’t follow a religion have their own beliefs?</p>	
<p>Enquiry: consider</p> <ul style="list-style-type: none"> • optical illusions – is seeing believing? Do we all see in the same way? • artefacts linked to Christianity and another faith; can we work out what a faith member believes? • asking a local faith member to show something that represents their beliefs. What are they committed to? • a simple version of the Lord’s Prayer and talk about what a believer might pray for (Godly Play) • a simple form of The Apostles’ Creed and a belief statement from another faith to identify what members believe • commitments made by significant people of faith underpinned by their beliefs, for example St Francis of Assisi, St Hilda, St Cuthbert, Mother Theresa (her prayer, ‘Make Us Worthy, Lord’) • commitments made by contemporary people of faith, such as Mo Farrah (to athletics), Malala Yousafzai (to girls’ education), Cat Stevens/Yusuf Islam (to music), Sachin Tendulkar (to cricket), 	

Zac Goldsmith (to the environment), Dalai Lama (to peace and kindness), Jaspreet Kaur (to human rights)

- commitments made by contemporary people devoting themselves to a cause, such as Greta Thunberg, Captain Sir Tom Moore, Marcus Rashford
- how faiths and faith-based charities may work individually/together to help care for the world

Dive deeper, question further

Consider the similarities and differences in the beliefs of people of different faiths focussing on an aspect such as prayer

Why may a piece of sacred writing be important to a believer?

Consider the hopes and beliefs expressed in the prayer of St Francis of Assisi, the hymn *Make Me a Channel of Your Peace*

Recognise the Christian beliefs in Mother Theresa’s Prayer

Is it important for everyone to believe in something?

Reflect on learning

Reflect on why Jesus is inspirational to Christians today

Why is a key figure inspirational to members of another faith?

Where do faith members get their beliefs and values? Where do mine come from?

How do faith members show their beliefs through commitment; how do I show my beliefs and commitment?

Demonstrate new understanding

Explain what is meant by making a commitment

Make links between key beliefs of two faiths; explain the beliefs represented by their symbols and artefacts

Identify belief and commitment in faith stories

Describe the ways religious beliefs have helped a famous person commit their life to a cause or career

Links to Understanding Christianity

[Unit 1.4 Gospel](#)

[Unit 1.5 Salvation](#)

Progression exemplars

Recall and name key beliefs from different religions

Recognise similarities and differences between the key beliefs for different faiths

Suggest two examples of religious beliefs that lead into action

This contributes to the following End of Key Stage statements:

- **Recall different beliefs and practices, naming key words, key figures and core beliefs**

About this unit

This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Pupils ask what matters to them - questions of meaning, purpose and truth. Use strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers.

By the end of this unit, pupils should be able to ask and respond to ultimate questions, and know the answers that different religions and other worldviews offer.

Concepts

God, creation

Vocabulary

universe, cycle of life

Exploring	Learning Outcomes <i>By the end of KS1 pupils should be able to</i>
What are life's big questions?	understand that some questions have no simple answers ask and talk about Big Questions and suggest some answers know that religions may offer different answers to the same question
Who is god to people of faith?	identify names for god in different faiths express what believers say god is like

Prior knowledge

Recap learning from Year 1 where pupils found out about creation stories from different religions and traditions, attempting to explain how the world began

Identify learning questions: What are the Big Questions?

Who is god?

Where is god?

How was the world created?

Why do bad things happen? (including death, as appropriate)

Pose questions such as: Why don't some people have enough food/shelter? Why do earthquakes happen?

Where do religious people look to find some answers to Big Questions?

Where do people without a religion get their answers?

Enquiry: consider

- the biggest question they can think of, thinking especially about questions that no one can answer
- poems that ask lots of Big Questions
- ideas about where the world came from
- a non-religious or traditional story about how the world was created
- what we can learn from the 'Just So' stories by Rudyard Kipling
- puzzling questions; provide information about how Christians and members of another faith might answer these questions
- *Who Put The Colours In The Rainbow?* on YouTube. Discuss answers to the questions from different faith/world perspectives

Dive deeper, question further

Ask, think and talk about some Big Questions – truth, creation, God and life

Read religious stories looking for clues; how may faith members answer some Big Questions?

Interview faith members about their answers to some Big Questions

Reflect on learning

Is it important to ask Big Questions?

Pupils suggest their own answers to some Big Questions; does this raise new ones? Do we need to be able to answer every question?

How do people think we should care for the world?

What can we all do to make a difference?

Demonstrate new understanding

Collect ideas from different faiths and make a class display *What are our hopes for the world?* to include everyone's thinking

Suggest meanings for poems, prayers and paintings from different religions; use expressive arts to explore the theme of creation

Make up and share your own 'Just So' story or fable and talk about the question it answers

Take a Big Question and illustrate it with a variety of worldview responses and some Big Answers

Links to Understanding Christianity

[Unit 1.1 God](#)

[Unit 1.2 Creation](#)

Progression exemplars

Suggest answers to Big Questions from different religious perspectives

Describe what different religions believe about god

This contributes to the following End of Key Stage statements:

- **Consider and make responses to big questions from different worldviews**

KS1: Christmas

<p>About this unit This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 1.</p> <p>It may be useful to consider festivals of light from other faiths alongside Christmas.</p>	
<p>Concepts incarnation, gospel</p> <p>Vocabulary Advent, nativity, festival, celebration</p>	
Exploring	Learning Outcomes <i>By the end of KS1 pupils should be able to</i>
Which festivals are important to faith members?	<p>name some religious festivals and say how faith members celebrate them</p> <p>describe and explain some traditions linked to religious festivals</p>
What stories are told at different religious festivals?	<p>suggest reasons why festivals are important</p> <p>talk about how stories are celebrated at different religious festivals</p>
<p>Prior knowledge This unit builds on learning about festivals of light in the Foundation Stage</p>	
<p>Identify learning questions What signs tell us that Christmas is coming? How do we feel? How do Christian families prepare for Christmas? What do our senses tell us? What customs are associated with various parts of the Christmas story? Why is the Christmas story 'good news' for Christians? What is the 'good news' of Christmas for everyone? What does 'incarnation' mean?</p>	
<p>Enquiry: consider</p> <p>Year 1</p> <ul style="list-style-type: none"> • the story of the nativity • what happens at Christmas (sending cards, buying presents) • using the senses to explore Christmas <ul style="list-style-type: none"> - sights (Advent calendars and candles, Christingles, tree decorations, wreaths) - sounds (bells, Christmas music) - tastes (different types of food) - touch (wrapped presents) - smells (incense and spices, food) • how Christian and non-Christian families prepare for Christmas both at home and at church • traditional festive celebrations <p>Year 2</p> <ul style="list-style-type: none"> • the shepherds hearing the news from the angels • the wise men (Magi) and their gifts: gold for Jesus as king, frankincense for Jesus as one who comes as a priest from God to mankind, myrrh as a foretelling of Jesus' death • what would be a suitable gift for Jesus 	

KS1: Christmas

Dive deeper, question further

Why is the festival of Christmas an important celebration for Christians?
Is it important to others as well?

Reflect on learning

How would the shepherds have felt when they heard the news of Jesus' birth?
How would the wise men have felt when they heard the news of Jesus' birth?

Demonstrate new understanding

Retell the nativity story simply, through drama, puppets, storyboarding
Dramatise the story and freeze-frame key moments
Use hot-seating to try to understand the feelings of different characters in the story
What did the shepherds / wise men think/say/do?
Create a class display of the sights and sounds of Christmas

Understanding Christianity

Unit 1.3 Incarnation

Progression exemplars

Recognise and recall the Nativity story and know why it's important to Christians

Talk about how Christians celebrate the festival of Christmas

This contributes to the following End of Key Stage statements:

- **Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them**
- **Retell and suggest meanings for some religious and moral stories and say how they influence people today**

KS1: Easter

<p>About this unit This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across Key Stage 1.</p> <p>It may be useful to consider Spring festivals from other faiths alongside Easter.</p>	
<p>Concepts salvation, gospel</p> <p>Vocabulary festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day</p>	
Exploring	Learning Outcomes <i>By the end of KS1 pupils should be able to</i>
Which festivals are important to faith members?	<p>name some religious festivals and say how faith members celebrate them</p> <p>describe and explain some traditions linked to religious festivals</p>
What stories are told at different religious festivals?	<p>suggest reasons why festivals are important</p> <p>talk about how are stories celebrated at different religious festivals</p>
<p>Prior knowledge This unit builds on learning in the Foundation Stage</p>	
<p>Identify learning questions What signs tell us that Easter is coming and how do they make us feel? What are the big surprises of Easter? How do Christians prepare for Easter? What traditions are associated with the Easter story? Why were people so excited to welcome Jesus on Palm Sunday? What is the meaning of 'salvation'?</p>	
<p>Enquiry: consider</p> <p>Year 1</p> <ul style="list-style-type: none"> • a simple version of the Easter story, focusing on Holy Week and Jesus coming back to life • using the senses to explore artefacts and symbols associated with Eastertime <ul style="list-style-type: none"> - Shrove Tuesday (pancakes) - Ash Wednesday (ash crosses) - Lent (giving things up) - Mothering Sunday (cards and gifts for Mum) - Palm Sunday (palm crosses) - Good Friday (hot cross buns) - Easter Day (chocolate eggs) <p>Year 2</p> <ul style="list-style-type: none"> • sequencing events in the Easter story • how the Easter story is depicted in different art forms • listening to the Palm Sunday story at the beginning of Holy Week • telling the donkey's story, based on book <i>Dave the Donkey</i> by Andrew McDonough 	

KS1: Easter

Dive deeper, question further

Why is the festival of Easter an important celebration for Christians; is it important to others as well?
How do you think Mary, the mother of Jesus, felt when he rode into Jerusalem?

Reflect on learning

Why were people so happy when Jesus arrived in Jerusalem? How did they celebrate?
When Jesus came back to life, it was a big surprise to his friends; how would they have reacted?

Demonstrate new understanding

Design or hold a palm celebration including songs (*We Have a King Who Rides a Donkey*) and palms
Create artwork to show what happened on Palm Sunday
Decorate hard-boiled eggs to celebrate
Creatively retell aspects of the Easter story to others (drama, puppets, pictures)
Create an Easter garden and explain what the different parts represent

Understanding Christianity

Unit 1.5 Salvation

Progression exemplars

Recognise and recall the Easter story and know why it's important to Christians

Talk about how Christians celebrate the festival of Easter

This contributes to the following End of Key Stage statements:

- **Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them**
- **Retell and suggest meanings for some religious and moral stories and say how they influence people today**

A programme of units for RE - Key Stages 1 & 2

These units of learning offer a scheme of work with built-in progression and coverage of all statutory aspects of the agreed syllabus.

Teachers may adapt them in any order to fit with other curriculum planning.

	KEY STAGE 1		KEY STAGE 2 (lower)		KEY STAGE 2 (upper)	
	Y1	Y2	Y3	Y4	Y5	Y6
AUTUMN	1.1 Belonging <i>Who belongs?</i>	2.1 Lead us not into temptation <i>Right or wrong?</i>	3.1 Remembering <i>Why remember?</i>	4.1 Communities <i>Where is religion?</i>	5.1 Expressions <i>How is belief expressed?</i>	6.1 Justice and freedom <i>Is it fair?</i>
	KS1 CHRISTMAS		KS2 CHRISTMAS 1		KS2 CHRISTMAS 2	
SPRING	1.2 Worship <i>Why worship?</i>	2.2 Believing <i>What is true?</i>	3.2 Founders of faith <i>Who, what and when?</i>	4.2 People who inspire us <i>What makes a saint?</i>	5.2 Faith in action <i>What are the challenges?</i>	6.2 Living a faith <i>What is identity?</i>
	KS1 EASTER		KS2 EASTER 1		KS2 EASTER 2	
SUMMER	1.3 What a wonderful world <i>Why is the world special?</i>	2.3 Questions, questions <i>What are the Big Questions?</i>	3.3 Sacred places <i>What is sacred?</i>	4.3 Our world <i>Who cares?</i>	5.3 Pilgrimage <i>Why pilgrimage?</i>	6.3 Hopes and visions <i>What is life about?</i>