

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 1/2 – Year A - Spring Term – Christianity, Islam and Judaism

Prior Knowledge – EYFS Reception

Beliefs and practices

Explore different ways of living, including beliefs and festivals

Festivals, people and communities **Aut**

Sources of wisdom

Listen and respond to religious stories.

Jesus' birthday story **Aut**

Remembering Jesus at Easter **Spr**

Prayer, worship and reflection

Communicate through talk or gesture about prayer. Experience periods of stillness and reflection.

Sacred spaces, simple prayers and time to reflect. **Sum**

Prior Skills – EYFS Reception

Identifying and belonging

Show awareness of things and people that matter to them and link this to learning in Religious Education.

Exploring wedding ceremonies.

Key Vocabulary

Christianity, Easter, Judas, Last Supper, disciples, Good Friday, Pontius Pilate, Palm Sunday, crucifixion, resurrection, Bible, Ash Wednesday, **Islam**, Allah, Mosque, Qur'an, Imam, Prayer Mat, Mecca, Hajj, wudu, Five Pillars, Ramadan, Eid, **Judaism**, Shabbat, Sukkot, skull cap, Rabbi, Synagogue, Bar Mitzvah, Passover, Seder, plate, Purim

Key Knowledge

Beliefs and Practices

To learn about 3 different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them **Spr**

Sources of wisdom

To retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come. **Spr**

Prayer, Worship and Reflection

Explore how and where worshippers connect to prayer and worship.

Participate in periods of stillness and reflection. **Spr**

Key Skills –

Identifying and belonging

Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why. **Spr**

Curriculum Enhancements

- Visit a local church
- Visitors from faith communities
- Taste foods associated with festivals



Possible Misconceptions

Some children may think:

- Jesus was born and died in the same year.

Suggested Activities

Prayer, Worship and Reflection

Step 1 – Describe the ways different religious people share actions when praying.

Step 2 – Why do Christians all over the world pray ‘The Lord’s Prayer’?

Explore the ‘Lord’s Prayer’ through images. Spr

Beliefs and Practices

Step 3 – Jewish story of Creation. Explain why Shabbat has a special place in Jewish families?

Step 4 – Explain how festivals (e.g. Christmas, Passover) can bring people together.

Step 5 – Explain why Christmas and Easter are important to Christian beliefs?

Spr

Sources of wisdom

Step 6 – Easter story. Sequence the Easter story and link it to the Christian beliefs.

Step 7 – Explain the message that Christians believe that Jesus brings. What is the good news Jesus brings? Spr

Identifying and belonging

Step 8 – Explain how and why people celebrate special and holy times (Eid, Easter, Passover). Spr

Future Knowledge

In year 3 the children will be learning –

Beliefs and Practices To describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities.

Sources of wisdom To raise questions and suggest meanings to religious and moral stories, sacred writings and sources of wisdom. Identify the faith traditions from which these come and their impact on their followers.

Prayer, Worship and Reflection To ask and answer questions about places of prayer and worship and the impact they might make on faith communities.

Identifying and belonging To talk about how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders.

By the end of KS1 the religiously and theologically literate pupil should:

Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities.