

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

Sources of wisdom Creation, awe and wonder of the natural world What is happening in the natural world this term? Notice and express through art, music, poetry and dance the feelings of awe and wonder that come from the natural world. Which natural things appear dead but are really alive? What happens at Easter time to make life new again? How did God make the world and us? **Spr**
Remembering Jesus at Easter. What surprised Jesus' friends in the Easter story? Which symbols are associated with Easter? What do Christians do at Easter to remind them of the story? **Spr**

Prior Knowledge – Y1

Sources of wisdom

Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins.

Prior Skill – EYFS Reception

Ultimate questions Use imagination and curiosity to develop their wonder of the world and ask questions about it

How did God make the world? What makes the world so wonderful? Who is God? Where is God? Christians believe God made a wonderful world. How should they look after it? Why is the word 'God' so important to Christians? **Sum**

Human responsibility and values Explore how people show concern for each other and the world around them. **Taking responsibility** Listen to stories about religious characters including leaders helping others. For example, Hanuman helping Rama to find Sita. What are the good and bad ways of treating the world? What are the kind and unkind ways of treating each other? **Sum**

Justice and fairness Understand what is right, wrong and fair. **Treating the world fairly.** How do we know what is right/ wrong/ fair? Which Buddhist, Hindu or Sikh stories help us to understand what is right, wrong or fair? Buddhist Jakat tales, **Sum**

Prior Skill – Y1

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Key Vocabulary

Qur'an, Torah, Bible, sacred, parable (Y1), God, Allah, creation, story, parable, heaven, Community, responsible, citizen, faith, appearance, Charity, rules, organisation, charter, values

Key Knowledge

Sources of wisdom Y1 **Sum**

Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins.

Key Skills

Ultimate questions **Sum**

Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.

Human responsibility and values **Sum**

Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.

Justice and fairness **Sum**

Explain the influence of rules. Explore moral stories and consider what is right and wrong just and fair.

Curriculum Enhancements

- Visit a local church
- Visitors from faith communities



Possible Misconceptions

Some children may think:

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Suggested Activities

Sources of wisdom Y1 Sum (Recap)

Step 1 – Why is the Bible holy and sacred for Christians? Why are the Qur'an and Torah holy and sacred for Muslims and Jews?

Step 2 – How do Muslims and Jews look after and read their holy and sacred book?

Step 3 – What do faith stories tell us about the way people should look after each other and the world? Think about whether everyone shares the same belief about whether everyone shares the same belief about how the world began.

Step 4 – Explore and tell some parables through role play (*The Good Samaritan*).

Ultimate questions Sum

Step 5 – Explain 'where is God?' from different viewpoints.

Step 6 – Explore big questions, such as, 'Why is the sky blue?'

Human responsibility and values Sum

Step 7 – Can tell us about the way people should look after each other and the world.

Should everyone be responsible for looking after the world?

Step 8 – To understand that there are different beliefs about how the world began.

Justice and fairness Sum

Step 9 – To explore how a religious charity focuses on justice and fairness. What is Zakat? Step 10 – Why is this important to so many Muslim people? Whose world is it? Should everyone in the world take responsibility for looking after it?

Future Knowledge

In year 3 the children will be learning –

Step 1 - identify 3 key religions

1. 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.