



RE Curriculum – Year 1 and 2 – Cycle B

Non- Negotiables

RE1: Describe some of the teachings of a religion. (Christianity, Hinduism, Islam) RE6: Identify the things that are important in their own lives and compare these to religious beliefs. RE7: Relate emotions to some of the experiences of religious figures studied. RE8: Ask questions about puzzling aspects of life. RE9: Identify how they have to make their own choices in life. RE10: Explain how actions affect others. RE11: Show an understanding of the term ‘morals’

Resources	Autumn		Spring		Summer	
	Why is the Torah so special?  Money boxes, puscke templates,	How do Christians celebrate Christmas? RE3: Recognise, name and describe some religious artefacts, places and practices. RE4: Name some religious symbols RE5: Explain the meaning of some religious symbols. Christmas cards, Christmas decorations, Christmas tree, nativity models,	Why are books so special? RE3: Recognise, name and describe some religious artefacts, places and practices.  Bible, children bring in their special books – link to Book Week,	What do Sikhs believe? RE3: Recognise, name and describe some religious artefacts, places and practices. RE4: Name some religious symbols (Sikhism) RE5: Explain the meaning of some religious symbols. (Sikhism) Sikh symbols and artefacts,	How are animals in some religions?  ‘Jonah and the Whale’ story, Islamic story ‘The Prophet and the Ants’, story of ‘Siddhartha and the Swan’, the story of ‘The Donkey and the Tiger Skin’	What make a place so special? RE3: Recognise, name and describe some religious artefacts, places and practices.  Images of religious buildings, special places,
	Torah, Judaism, Jewish, Abraham, Mount Sinai, commandments, kosher and non-kosher,	Christian, celebration, present, nativity, Jesus, Mary, Joseph, Bethlehem, Three Wise men, shepherds, gold, frankincense, myrrh,	Bible, Torah and Qur’an,	Sikh, Guru Nanak, Kesh, Kara, Kanga, Kachera, kirpan, rights, responsibilities,	Siddhartha, Buddist, Christian, Buddhist, Muslim, Islam, prophet, Sikhism,	Special, place, Christian, Muslim, Buddhist church, pilgrimage,
Lesson 1	<b>Year 1:</b> To find out about what Judaism is <b>Year 2:</b> To find know what Judaism is and what Jews believe <b>Activities:</b> Children will identify Judaism as one of the major world religions. They will find out how Judaism started by reading the story of Abraham. They will go on to explore some of the key beliefs, traditions and features of Judaism. <b>Outcomes:</b> <b>Year 1:</b> Children know that Judaism is a religion • Children know that Abraham is known as the founder of Judaism • Children understand the story of Abraham in a variety of ways <b>Year 2:</b> Children know that Judaism is a religion • Children know that Abraham is known as the founder of Judaism • Children understand and re-tell the story of Abraham in a variety of ways	<b>Year 1:</b> To think about what we celebrate and how we celebrate. <b>Year 2:</b> To explore what we celebrate and how we celebrate. <b>Activities:</b> Children will think about what a celebration is and identify some of the major religious festivals of world religions. They will think about the features of some common celebrations, including birthdays and weddings, and describe some of the different ways in which people celebrate religious and nonreligious occasions. <b>Outcomes:</b> Children name and identify a variety of types of celebrations • Children know that most religions celebrate things that are important to them • Children describe some of the features of different celebrations	<b>Year ½:</b> To share special books. <b>Activities:</b> Children will consider what makes books important. They will find out about the books of some famous people before thinking about their favourite books and why they are special. They are encouraged to discuss their responses with other children to understand that different people enjoy different types of books. <b>Outcomes:</b> <b>Year 1:</b> <b>Year 2:</b> Children say which books are important to them • Children explain how they look after books • Children understand that different people have different special books	<b>Year 1:</b> To find out about Sikhs and how Sikhism began. <b>Year 2:</b> To know about Sikhs and how Sikhism began. <b>Activities:</b> Children will be introduced to Sikhism and recognise that it is one of the major world religions. They will discover how Sikhism started thanks to teachings of Guru Nanak. They will then find out about some basic Sikh beliefs, including the ‘5 Ks’. <b>Outcomes:</b> <b>Year 1:</b> Children know that Sikhism is one of the main world religions • Children know the story of Guru Nanak • Children know about some of the basic Sikh beliefs <b>Year 2:</b> Children know that Sikhism is one of the main world religions • Children retell the story of Guru Nanak • Children know about some of the basic Sikh beliefs	<b>Year 1:</b> To become familiar with the Christian story ‘Jonah and the Whale’ and consider what it teaches Christians. <b>Year 2:</b> <b>Activities:</b> In this lesson, children will have the opportunity to discuss what they already know about different religions before reading the Christian story ‘Jonah and the Whale, Children will become familiar with the story and will consider what the story aims to teach Christians. They will then retell the story through making their own concertina book. <b>Outcomes:</b> <b>Year 1:</b> Children say what the story is about • Children able to describe what a moral is <b>Year 2:</b> Children say what the story is about • Children able to describe what a moral is • Children say what the story teaches Christians	<b>Year 1/2:</b> To be able to describe a place that is special to them. <b>Activities:</b> Children will explore places that are special to them, where they are and why they are special. Through hands-on and engaging activities the children will begin to think about how their special place makes them feel and how they and others should treat it. <b>Outcomes:</b> <b>Year 1:</b> Children are able to identify a special place for themselves. • Children explain why a place is special to them • Children begin to have an understanding of other people’s special places <b>Year 2:</b> Children are able to identify a special place for themselves. • Children explain why a place is special to them • Children understand other people’s special places
Lesson 2	<b>Year 1:</b> To find out how the Torah began on Mount Sinai. <b>Year 2:</b> To know how the Torah began on Mount Sinai. <b>Activities:</b> Children will identify the Ten Commandments as laws given to Moses on Mount Sinai by God. They will explore what these laws are and what they mean before relating them to rules they have to obey in their own lives. They will identify the Ten Commandments as the beginnings of the Torah.	<b>Year 1/2:</b> To be able to recount the Christmas story <b>Activities:</b> Children will read the story of the nativity together. They will learn about the key events and characters in the story and think about why the birth of Jesus is so important to Christians. They will retell the story in a variety of ways. <b>Outcomes:</b> <b>Year 1:</b> Children know that Christmas is a Christian festival • Children retell the main parts of the nativity story • Children	<b>Year 1:</b> To find out which books are special for different religions. <b>Year 2:</b> To know which books are special for different religions. <b>Activities:</b> Children will identify the Bible, Torah and Qur’an as the holy books of Christianity, Judaism and Islam respectively. They will think about why these books are special and identify that they have some similar stories. They will compare accounts of the story of Adam	<b>Year 1:</b> To find out what being equal means to a Sikh. <b>Year 2:</b> To know and explain what being equal means to a Sikh. <b>Activities:</b> Children will start to understand equality as one of the core beliefs of Sikhism. They will investigate how this affects the way Sikhs behave and how it affects their rights and responsibilities. <b>Outcomes:</b> <b>Year 1:</b> Children know that religions have core beliefs • Children explain what it	<b>Year 1:</b> To understand Buddhist beliefs about animals through the story of ‘Siddhartha and the Swan’. <b>Year 2:</b> To be able to explain Buddhist beliefs about animals through the story of ‘Siddhartha and the Swan’. <b>Activities:</b> Children will first be introduced to the religion, Buddhism. They will learn that Buddhists follow the teachings of Siddhartha Gautama, known as Buddha, and will read the story of Siddhartha and the Swan.	<b>Year 1:</b> To know that some religious people have a place that is special to them. <b>Year 2:</b> To know that some religious people have a place that is special to them. <b>Activities:</b> Children will look at where some special religious places are to Christians, Muslims and Buddhists. They will focus on special places to worship and pray around the UK as well as look at Buddhist shrines found in some homes.

	<p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children know that Jews believe Moses was given the Torah by God • Children know there are Ten Commandments are • Children describe rules they have to obey at home or at school</p> <p><b>Year 2:</b> Children know that Jews believe Moses was given the Torah by God on Mount Sinai • Children know what the Ten Commandments are • Children describe rules they have to obey at home or at school</p>	<p>understand why Christmas is an important festival for Christians</p> <p><b>Year 2:</b> Children know that Christmas is a Christian festival • Children retell the main parts of the nativity story • Children understand and can explain why Christmas is an important festival for Christians</p>	<p>and Eve told in each of the three special books.</p> <p><b>Outcomes:</b></p> <p><b>Year 1/2:</b> Children say which books are important to them • Children identify some books that are special to different religions • Children understand that religious books need to be treated with respect</p>	<p>means to be equal • Children understand the link between rights and responsibilities</p> <p><b>Year 2:</b> Children know that religions have core beliefs • Children explain what it means to be equal • Children understand the link between rights and responsibilities</p>	<p>Children will discuss how Siddhartha showed kindness to the swan before thinking about how they can show kindness in different settings.</p> <p><b>Outcomes:</b></p> <p><b>Year 1/2:</b> Children able to say something about what Buddhists believe • Children explain how Siddhartha showed kindness in the story • Children able to think about how they can show kindness in their everyday lives</p>	<p><b>Outcomes:</b></p> <p><b>Year 1:</b>Children identify a special religious place • Children understand why particular places are special to some religious people</p> <p><b>Year 2:</b> Children identify a special religious place • Children understand why particular places are special to some religious people • Children understand that special religious places don’t have to be a special building</p>
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Lesson 3	<p><b>Year 1:</b> To find out how the Torah is used by Jews today</p> <p><b>Year 2:</b> To know and explain how the Torah is used by Jews today</p> <p><b>Activities:</b> Children will find out about the Torah and its significance for Jews today. They will find out how Jews use the Torah to worship and learn about God, as well as some of the practices surrounding us of the Torah (such as using a ‘yad’ so that the scroll is not touched).</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b>• Children know what the Torah is • Children explain why the Torah is important to Jews</p> <p><b>Year 2:</b> • Children know what the Torah is • Children explain why the Torah is important to Jews</p>	<p><b>Year 1:</b> To explore how Christians celebrate Christmas.</p> <p><b>Year 2:</b></p> <p><b>Activities:</b> Children will recap the story of the nativity and identify exactly what Christians are celebrating at Christmas. They will go on to explore some of the different ways Christians celebrate, including going to church services, singing carols, putting up Christmas trees and giving presents. They will compare ways in which Christians and non-Christians celebrate Christmas.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children remember the main parts of the nativity story • Children know some of the ways in which Christians celebrate Christmas</p> <p><b>Year 2:</b> Children remember the main parts of the nativity story • Children know some of the ways in which Christians celebrate Christmas • Children identify similarities and differences in the ways Christians and non-Christians celebrate Christmas</p>	<p><b>Year 1:</b> To find out about the special book for Jewish people.</p> <p><b>Year 2:</b> To know the special book for Jewish people.</p> <p><b>Activities:</b> Children will recap that the Torah is the most important book in Judaism. They will find out how the Torah is used, including what a yad is and why it is used. They will read the story of Abraham and consider its meaning for Jews. They can also find out about the Ten Commandments.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children say which books are important to Jews • Children explain how the Torah is looked after • Children begin to understand that religious books need to be treated with respect</p> <p><b>Year 2:</b> Children say which books are important to Jews • Children explain how the Torah is looked after • Children understand that religious books need to be treated with respect</p>	<p><b>Year 1:</b> To find out why Sikhs meditate.</p> <p><b>Year 2:</b> To know why Sikhs meditate.</p> <p><b>Activities:</b></p> <p><b>Outcomes:</b> Children will identify focusing on God as one of Sikhism’s core beliefs. They will find out why Sikhs meditate and what they hope to achieve from doing this. They will consider why it is important to give their minds quiet time to think and reflect, as well as thinking about why it is important to train our brains so that they can concentrate more effectively.</p> <p><b>Year 1:</b> Children know that religions have core beliefs • Children explain what meditation is • Children understand why it is important to give their brain quiet time for thinking</p> <p><b>Year 2:</b> Children know that religions have core beliefs • Children explain what meditation is • Children understand why it is important to give their brain quiet time for thinking</p>	<p><b>Year 1/2:</b>To become familiar with the Islamic story ‘The Prophet and the Ants’ and consider what it teaches Muslims.</p> <p><b>Activities:</b> Moving on to another animal story, this lesson focuses on the Islamic story ‘The Prophet and the Ants’. Children will be encouraged to make links with other religious stories and what they teach people. After becoming familiar with the story, children will think carefully about how they can help care for animals and different creatures.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children say what they could do to look after the creatures of our world • Children able to explain why the Prophet was angry at the people who started the fire</p> <p><b>Year 2:</b> Children say what they could do to look after the creatures of our world • Children able to explain why the Prophet was angry at the people who started the fire • Children make comparisons about the animal stories they have read so far</p>	<p><b>Year 1:</b> To learn about Christians’ special places.</p> <p><b>Year 2:</b> To know Christians’ special places.</p> <p><b>Activities:</b> Children will explore about pilgrimages and what they are. They will enjoy learning about several important special places for Christians around the world. The children will think about why Christians like to visit these places and how it makes them feel when they are there.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children understand what a pilgrimage is • Children recall places that are special to Christians other than a church</p> <p><b>Year 2:</b> Children understand what a pilgrimage is • Children recall places that are special to Christians other than a church • Children say a special place to them that is outside of their home or school</p>
Lesson 4	<p><b>Year 1/2:</b> To explore some of the stories in the Torah and what they teach about God.</p> <p><b>Activities:</b> Children will find out about some of the different types of writing in the Torah and some of its wellknown stories. They will read the story of David and Goliath and consider what Jews can learn about God from the story.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children know that the Torah contains different types of writing, including stories • Children know that the story of David and Goliath is an example of a story from the Torah</p> <p><b>Year 2:</b> Children know that the Torah contains different types of writing, including stories • Children know that the story of David and Goliath is an example of a story from the Torah • Children suggest what the story of David and Goliath teaches Jews about God</p>	<p><b>Year 1:</b> To investigate how Christmas is celebrated by Christians around the world.</p> <p><b>Year 2:</b> To explain how Christmas is celebrated by Christians around the world.</p> <p><b>Activities:</b> Children will find out how Christians celebrate Christmas in various different countries around the world. They will think about those traditions that are based on religious beliefs and those that are more cultural. They will learn that even though Christmas is different in various places around the world, the message of Christmas remains the same for Christians globally.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children know that Christmas is celebrated in lots of different countries all over the world • Children identify some of the different ways in which Christmas is celebrated by Christians around the world</p> <p><b>Year 2:</b> Children know that Christmas is celebrated in lots of different countries all over the world • Children identify and describe some of the different ways in which Christmas is celebrated by Christians around the world • Children identify that many of the traditions of Christmas are based on culture rather than religion</p>	<p><b>Year 1:</b> To find out about the special book for Christian people.</p> <p><b>Year 2:</b> To know the special book for Christian people.</p> <p><b>Activities:</b> Children will recap that the Bible is the Christian holy book. They will discover how the Bible is used by Christians in churches and at home. They will also consider how its production has changed over time. They will read and consider the story of Noah’s Ark.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children say which books are important to Christians • Children explain how the Christian Bible is looked after • Children begin to understand that religious books need to be treated with respect</p> <p><b>Year 2:</b> Children say which books are important to Christians • Children explain how the Christian Bible is looked after • Children understand that religious books need to be treated with respect</p>	<p><b>Year 1:</b> To find out why Sikhs believe people should work hard and live honestly.</p> <p><b>Year 2:</b> To know why Sikhs believe people should work hard and live honestly.</p> <p><b>Activities:</b> Children will recap the core beliefs of equality and meditation before looking at the Sikh belief in hard work. They will find out about the jobs of some key workers in the community and consider what would happen if they decided not to work hard. They will also consider the concept of honesty and why it is important.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children know some of the Sikh core beliefs • Children explain why it is important to work hard • Children explain why it is important to live honestly</p> <p><b>Year 2:</b> Children know some of the Sikh core beliefs • Children explain why it is important to work hard • Children explain why it is important to live honestly</p>	<p><b>Year 1:</b> To learn some Jewish beliefs through the story of ‘Noah’s Ark’.</p> <p><b>Year 2:</b> To know some Jewish beliefs through the story of ‘Noah’s Ark’.</p> <p><b>Activities:</b> In this lesson, children will be encouraged to make links to different religions, considering stories that appear in more than one holy book. Children will then read the story ‘Noah’s Ark’ and discuss why it was important to God that two of each animal were saved from the flood. Finally, children will make their own flip booklets re-telling the story.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children say what the meaning of the story is • Children able to say why animals are important to God • Children retell the main events in the story</p> <p><b>Year 2:</b> Children say what the meaning of the story is • Children able to understand and explain why animals are important to God • Children retell the main events in the story</p>	<p><b>Year 1:</b> To learn about Muslims’ special places.</p> <p><b>Year 2:</b> To know Muslims’ special places.</p> <p><b>Activities:</b> Children will learn about special places for Muslims around the world and the pilgrimages that Muslims will go on. The children will enjoy writing imaginative diary entries as if they have visited one of those special places, as well as have the opportunity to go on a pilgrimage around their school.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children recall places that are special to Muslims • Children understand why Muslims may go on a pilgrimage to certain special places • Children explain similarities between Christian and Muslim special places</p> <p><b>Year 2:</b> Children recall places that are special to Muslims other than a mosque • Children understand why Muslims may go on a pilgrimage to certain special places • Children explain similarities and differences between Christian and Muslim special places</p>
Lesson 5	<p><b>Year 1:</b> To find out about some of the laws in the Torah.</p> <p><b>Year 2:</b> To know some of the laws in the Torah.</p> <p><b>Activities:</b> Children will find out about some of the rules set out in the Torah, particularly in relation to food and</p>	<p><b>Year 1/2:</b> To recap and summarise what we have learnt about Christmas.</p> <p><b>Activities:</b> Children will consolidate their understanding of how and why Christians celebrate Christmas. They will use the questions who? what? when? where? and how? to describe what Christmas is and</p>	<p><b>Year 1:</b> To find out about the special book for Muslim people.</p> <p><b>Year 2:</b> To know about the special book for Muslim people.</p> <p><b>Activities:</b> Children will find out about the Qur’an, the holy book of Islam. They will learn how it came into existence,</p>	<p><b>Year 1:</b> To find out why Sikhs believe people should share.</p> <p><b>Year 2:</b> To know why Sikhs believe people should share.</p> <p><b>Activities:</b></p> <p><b>Outcomes:</b> Children will learn about Sikh beliefs on sharing. They will find out about</p>	<p><b>Year 1/2:</b> To understand the beliefs of Sikhism through the story of ‘The Donkey and the Tiger Skin’.</p> <p><b>Activities:</b> In this final lesson, children will recap what they have learnt about different religious beliefs so far. Children will then be introduced to the religion,</p>	<p><b>Year 1:</b> To learn about Buddhists’ special places.</p> <p><b>Year 2:</b> To know Buddhists’ special places.</p> <p><b>Activities:</b> Children will find out about some of the special Buddhist places around the world. They will match and write descriptions about the special places</p>

	<p>eating. Children will learn about kosher and non-kosher foods and identify some foods that fit into both categories.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children know that the Torah provides rules for Jews to live by • Children know that some laws in the Torah tell Jews what they should and shouldn't eat • Can children identify some foods that are kosher and non-kosher</p> <p><b>Year 2:</b></p>	<p>how it is celebrated. They can express their understanding of Christmas and its origins and celebrations in a variety of way</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children understand that Christmas is a Christian festival that is also celebrated by other people • Children describe the main features of a Christian Christmas</p> <p><b>Year 2:</b> Children understand that Christmas is a Christian festival that is also celebrated by other people • Children describe the main features of a Christian Christmas • Children demonstrate their understanding of Christmas in a variety of ways</p>	<p>why it is written in Arabic and not translated into other languages, and some of the ways in which Muslims believe the Qur'an should be treated to show it respect.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children say which books are important to Muslims • Children begin to understand that religious books need to be treated with respect</p> <p><b>Year 2:</b> Children say which books are important to Muslims • Children explain how the Qur'an is looked after • Children understand that religious books need to be treated with respect</p>	<p>Sikh community kitchens and how they are organised. They will then either think about a time they shared something with someone or they can hold their own community kitchen. During the plenary they will consider why working together is so important.</p> <p><b>Year 1:</b> • Do children know the Sikh core beliefs? • Can children explain why it is important to share? • Can children explain why Sikhs have a community kitchen?</p> <p><b>Year 2:</b></p>	<p>Sikhism. The final story of the week is 'The Donkey and the Tiger Skin'. Children will be challenged to think about what these religious stories have in common before sequencing the story independently.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children say what the story teaches Sikhs • Children able to think about how they can show kindness</p> <p><b>Year 2:</b> Children say what the story teaches Sikhs • Children able to think about how they can show kindness • Children compare different religions and their attitude towards animals</p>	<p>in Buddha's life and have the opportunity to play a fun pilgrimage game to summarise everything they have learnt during the scheme of work.</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> Children recall places around the world that are special to Buddhists • Children understand why Buddhists may go on a pilgrimage to certain special places</p> <p><b>Year 2:</b> Children recall places around the world that are special to Buddhists • Children understand why Buddhists may go on a pilgrimage to certain special places • Children remember what a pilgrimage means to a Buddhist</p>
Lesson 6	<p><b>Year 1:</b> To find out what the Torah teaches Jews about helping others.</p> <p><b>Year 2:</b> To know what the Torah teaches Jews about helping others.</p> <p><b>Activities:</b> Children will find out about some of the ways in which the Torah teaches them to be kind and generous to others. They will find out how and why Jews give money to charity and some of the other ways they help out people in their communities. Children are challenged to relate this to their own experiences of helping others.</p> <p><b>Outcomes:</b></p> <p><b>Year 1/2:</b> Children know that the Torah teaches Jews how they should treat other people • Children describe some of the ways in which Jews help others • Children relate this to their own experiences of helping others</p>					

**Assessment Criteria**

	Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
Year 1 and Year 2	<p>I can:</p> <p>RE1: Describe some of the teachings of a religion.</p> <p>RE2: Describe some of the main festivals or celebrations of a religion.</p>	<p>I can:</p> <p>RE3: Recognise, name and describe some religious artefacts, places and practices.</p>	<p>I can:</p> <p>RE4: Name some religious symbols</p> <p>RE5: Explain the meaning of some religious symbols.</p>	<p>I can :</p> <p>RE6: Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>RE7: Relate emotions to some of the experiences of religious figures studied.</p> <p>RE8: Ask questions about puzzling aspects of life.</p>	<p>I can:</p> <p>RE9: Identify how they have to make their own choices in life.</p> <p>RE10: Explain how actions affect others.</p> <p>RE11: Show an understanding of the term 'morals'.</p>