

# Religious Education - Autumn 1 - Year 1

Enquiry Question: How did the world begin?

## Key Vocabulary

| Spelling | Definition                                     |
|----------|------------------------------------------------|
| Believe  | Accept or think something is true or real.     |
| Proof    | You can show evidence that something is true.  |
| Creation | Bringing something into existence.             |
| Creator  | A person that brings something into existence. |
| God      | The creator.                                   |
| True     | When something is real.                        |
| Religion | A belief.                                      |



- Explain why they believe something to be true.
- Explain how they feel about something they have created.
- Retell the key parts of the Christian and Jewish creation story.
- Understand that Christian and Jewish people generally believe the creation story in Genesis
- Talk about what the Hindu creation story might tell some people about God.
- Make links between the Hindu, Jewish and Christian creation stories studied.
- Describe what people might think about God.
- Use art to express their ideas about how the world was created.

## Attainment Targets



### Links to prior learning - Spiral Curriculum

EYFS: Understanding the World

# Religious Education - Spring 1 - Year 1

Enquiry Question: What is God’s job?

Key Vocabulary

| Spelling        | Definition                                              |
|-----------------|---------------------------------------------------------|
| Characteristics | A special quality to a person that helps identify them. |
| Creator         | A person that brings something into existence.          |
| Belief          | Accepting somethings exists or is true.                 |
| Incarnation     | To take something not physical and make it physical.    |
| Promise         | An agreement to do or not to do something.              |
| Protect         | To guard something from danger.                         |
| Role            | A part to play.                                         |
| Symbol          | Something that stands for something else.               |
| Generation      | A group of people born and living during the same time. |



## Attainment Targets

- I can comment on similarities and differences between religions and worldviews.
- I can share my opinion about what is important to me and what is important to others.
- I can listen and compare other’s’ ideas to my own.
- I can use art to show my ideas about identify and belonging.



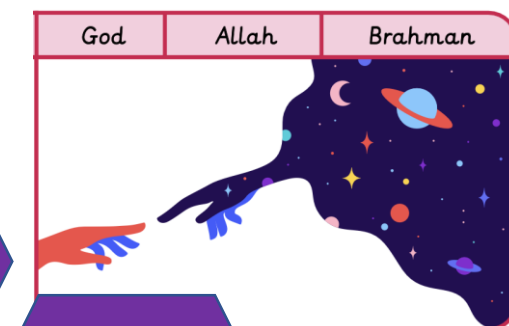
# Religious Education – Spring 2 - Year 1

Enquiry Question: Why should we care for the world?

## Key Vocabulary

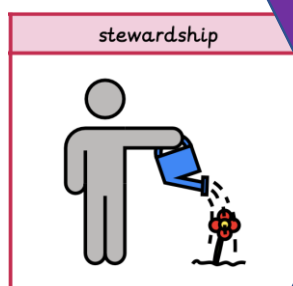
| Spelling       | Definition                                                         |
|----------------|--------------------------------------------------------------------|
| Ahimsa         | The principle of not causing harm to other living thing.           |
| Belief         | A feeling sure that someone or something is true.                  |
| Bible          | Christian Holy Book contained with stories that we can learn from. |
| Brahman        | A Hindu God – the supreme God.                                     |
| Care           | To feel a concern about something or someone and show attention.   |
| Environment    | The physical surroundings on Earth.                                |
| Humanist       | Someone who does not believe in a god.                             |
| Responsibility | Making a good choice and thinking about your actions.              |
| Stewardship    | Taking care of everything God has given to the world.              |

Some people believe that humans have a special relationship with God.



Some religious stories may guide people to care for animals and the planet.

Creation stories provide people with possible answers as to why we are here.



Religious teachings often encourage gratitude for what God created and a responsibility to look after it.

People with similar worldviews often work together to care for the world and for others.



- Explain different beliefs about who owns the world.
- Recognise the belief that humans were created last for a reason.
- Recognise why only humans can care for the world.
- Identify the belief that God created humans as stewards over nature through scripture.
- Recognise what some stories about Muhammad tells us about looking after the world.
- Express why stewardship is important to some Muslim people.
- Identify why people who believe in ahimsa may think it is important to look after all living creatures.
- Identify reasons why it is important to care for the world.

## Attainment Targets



## Links to prior learning - Spiral Curriculum

EYFS: Understanding the World  
Year 1: How did the world begin?



# Religious Education – Summer 1 - Year 1

Enquiry Question: How do we know that babies are special?

Key Vocabulary

| Spelling   | Definition                                                                                                  |
|------------|-------------------------------------------------------------------------------------------------------------|
| Adnan      | A statement of faith, for Muslims, that is whispered to the baby soon after birth.                          |
| Aqiqah     | Islamic ceremony performed on the 7 <sup>th</sup> day after birth.                                          |
| Baptism    | A ceremony admitting a baby into the Christian faith.                                                       |
| Godparents | A person who presents a child at baptism and promises to take responsibility for their religious education. |
| Humanist   | Someone who does not believe in a god.                                                                      |
| Jatakarma  | A Hindu ceremony that welcomes a baby into the world.                                                       |
| Namakarana | A Hindu name-giving ceremony on the 11 <sup>th</sup> day after birth.                                       |



Jatakarma and Namakarana



A baptism typically includes sprinkling holy water on the head of the baby, Bible readings, prayers and lighting a baptismal candle.

The first sound a Muslim baby hears is the father or a male family member whispering the Adhan into the baby's right ear after birth.

During Aqiqah, the baby's head may be shaved and donations equivalent to the value of that weight in silver are given to charity.



Baptism

Jatakarma involves whispering the name of God or sacred mantras into the baby's ear, welcoming the them into the Hindu faith.

Baby-naming ceremonies may include special readings or poems, tree planting, gifts and a celebratory meal with friends and family.



Adhan and Aqiqah

- Suggest reasons why people might celebrate a new baby
- Identify reasons why some Muslim people welcome a new baby with Adhan
- Recognise the key parts of Aqiqah and why these are important to some Muslim people
- Identify the important parts of Jatakarma and why these are important to some Hindu people
- Explore similarities between Jatakarma, Adhan and Aqiqah
- Identify what a promise means in a Christian baptism
- Explain ways in which some people choose a name for a new baby
- Describe what happens at religious and Humanist baby naming ceremonies

## Attainment Targets



### Links to prior learning - Spiral Curriculum

EYFS: Understanding the World  
Year 1: Why should we care for the world?

# Religious Education – Summer 2 - Year 1

Enquiry Question: Why should we care for others?

## Key Vocabulary

| Spelling       | Definition                                                                                           |
|----------------|------------------------------------------------------------------------------------------------------|
| Charity        | Generosity and helpfulness especially toward the needy or suffering/also aid given to those in need. |
| Good Samaritan | One who is compassionate and helpful to a person in distress.                                        |
| Miracle        | An extraordinary event taken as a sign of the supernatural power of God.                             |
| Parable        | A short and simple story that has a moral or spiritual lesson that can be learnt from it.            |
| Sewa           | Sikh concept meaning service, performed selflessly for the benefit of the community.                 |
| Tzedakah       | Jewish word meaning charity.                                                                         |
| Zakat          | One of the 5 pillars of Islam, comes from the word cleanse.                                          |

| Tan.                                                                              | Man.                                                                                | Dhan.                                                                               |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |

Sewa:  
Tan – physical work and tasks.  
Man – using mental skills and talents.  
Dhan – giving money to others.



Muslims believe Allah created the world and everything in it. Zakat is a way of giving money to take care of it.

Core Knowledge  
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Tzedakah is how Jewish people make sure everyone has what they need, by sharing what they have and giving up their time.

Christians believe they can learn about caring for others through stories about Jesus. These are called parables.

Humanists believe it is important to care for others, so we can all make the world a better place.



- Describe some reasons why people choose to care for people other than it being their job
- Identify why Muslim people might believe Zakat is important guidance for caring for others
- Identify that Tzedakah is a way of caring for others
- Recognise ways of caring that take more effort and receive less thanks
- Identify ways of caring for others in Bible stories
- Recognise some reasons why Humanist people might believe it is important to care for others
- Look for similarities between people’s beliefs about caring for others
- Explain how people use their skills to care for others while being inspired by their beliefs

## Attainment Targets

### Links to prior learning - Spiral Curriculum

EYFS: Understanding the World  
Year 1: Why should we care for the world?

