

John of Gaunt Infant and Nursery school

Year 1 RE Long Term Planning

This document contains:

Our Intent, implementation and impact for RE at John of Gaunt

Overview of outcomes to be covered per discipline taken from the New Norfolk RE Syllabus.

Intent

At John of Gaunt we have adopted the Norfolk Agreed Syllabus 2019 and fully support its intention to provide high quality RE teaching that will prepare our pupils for the opportunities, responsibilities and experiences of later life.

We want to teach RE while supporting the rest of our creative topic-based curriculum which helps to provide children with broad and balanced opportunities which promotes spiritual, moral, cultural, mental and physical development.

We aim to support our pupils towards becoming religiously literate.

We believe that pupils who are religiously literate will be:

- Able to make sense of a number of world religions and world views, learning about them through theological, philosophical and human/social science lenses.
- Understand the complex world in which they live and the impact of religious and non-religious worldviews through a multi-disciplinary approach.
- Become critical and free thinkers who are able to express their ideas and insights.
- Are able to make academically informed judgements and observations about religions and world views.
- Understand how religion and belief can shape the global landscape.
- But ultimately become free thinking, critically aware and compassionate pupils.

John of Gaunt Year 1 – RE plan 2023 - 2024

Our RE coverage will:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- enable pupils to build their sense of identity and belonging;
- teach pupils to develop respect for others;
- prompt pupils to consider their responsibilities.

Our teaching will cover these areas to ensure that the children develop a solid foundation of knowledge about a religion to enable them to engage in meaningful and reflective conversations:

Beliefs and teachings (from various religions)	Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children can: a describe the main beliefs of a religion; b describe the main festivals of a religion.
Rituals, ceremonies and lifestyles (from various religions)	Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies. Children can: a recognise, name and describe religious artefacts, places and practices; b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; c observe when practices and rituals are featured in more than one religion or lifestyle.
How beliefs are expressed	Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children can: a name religious symbols and the meaning of them; b learn the name of important religious stories; c retell religious stories and suggest meanings in the story.

<p>Time to reflect and personal growth</p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify things that are important in their lives; b ask questions about the puzzling aspects of life; c understand that there are similarities and differences between people.
<p>Values (in your own life and others' lives)</p>	<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at how values affect a community and individuals; b explain how actions can affect other people; c understand that they have their own choices to make and begin to understand the concept of morals.

Implementation

RE is planned for and taught every half term, and the Norfolk Agreed Syllabus guidelines are used to ensure children are given a broad and balanced experience of RE using the multi-disciplinary approach using the three key disciplines outlined in the guidance:

Theology	Philosophy	Human/Social Sciences
<p>Thinking through believing</p> <p>It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.</p>	<p>Thinking through thinking</p> <p>It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.</p>	<p>Thinking through living</p> <p>It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</p>

John of Gaunt Year 1 – RE plan 2023 - 2024

In Year 1 children will study Christianity and Judaism in depth and Islam and Hinduism will be encountered for breadth through stories, symbols and festivals

Term	Enquiry Question	Key Discipline	Key vocabulary	Disciplinary knowledge	Religions
Autumn 1	Who made the world?	Philosophy	creator creation wonder Bible Torah Qur'an responsibility environment non-religious people	<ul style="list-style-type: none"> • Reflecting on what makes the world a place of wonder • Empathy: considering the thoughts, feelings, attitudes, beliefs and values of others • Investigation: asking relevant questions; gathering information from the creation story • Interpretation: interpreting religious language; suggesting meanings of religious texts • Evaluation: suggesting how people have spoiled the world • Synthesis: linking stories to beliefs about creation and the natural world • Application: realising that beliefs about creation affect the way someone treats the world 	Christianity Hinduism Judaism Islam
Term	Enquiry Question	Key Discipline	Key vocabulary	Disciplinary knowledge	Religions
Autumn 2	What do Christians believe Jesus was like?	Theology	God Jesus Christians Christianity Bethlehem Nazareth Jerusalem disciple miracle healing Son of God	<ul style="list-style-type: none"> • Reflecting on personal relationships-with peers and adults; responses related to how Jesus performed miracles; how the events in Jesus' life show him as being human / God • Empathising by considering the thoughts / feelings of people who met Jesus before/after a miracle • Interpreting by drawing meaning from the events of Jesus life; interpreting religious words and phrases e.g. Son of God; answering 'why' questions; talking about religious art etc. 	Christianity

Term	Enquiry Question	Key Discipline	Key vocabulary	Disciplinary knowledge	Religions
Spring 1	Is prayer important to everyone?	Philosophy	Christian Jewish Muslim Hindu Christianity Hinduism Judaism Islam Faith Religion Symbol Cross Star of David Crescent and star Bible Torah scroll Qur'an Belong Community	<ul style="list-style-type: none"> • Synthesising by linking the events of Jesus' life with what Christians believe about him • Reflecting on why people might or might not pray • Empathising by showing respect for the thoughts and views of others • Investigating by gathering evidence about the ways in which people pray from photos or visitors • Interpreting by drawing meaning from the language / symbolic action used in prayer and • Expressing their concept of prayer and comparing it with others' views 	Christianity Hinduism Judaism Islam
Spring 2	What does the cross mean to Christians?	Theology	God Jesus Christians Christianity disciple Son of God Crucifixion Cross Died Sacrificed Sins	<ul style="list-style-type: none"> • Reflecting on the Easter celebration and puzzling aspects of the story; on the concept of forgiveness and saying sorry • Empathising by considering what Christians might feel about Easter • Investigating the different parts of the Easter story • Interpreting the symbolism of the cross to Christians • Synthesising by linking the symbolism of the cross with what Christians believe • Expressing their views about Easter 	Christianity

John of Gaunt Year 1 – RE plan 2023 - 2024

<p>Summer 1/ Summer 2</p>	<p>Who is Jewish and how do they live?</p>	<p>Human/Social Sciences</p>	<p>Judaism Jewish Shabbat Chanukah Mezuzah Star of David Torah Scroll Synagogue Rabbi Worship Hebrew Celebration</p>	<ul style="list-style-type: none"> • Reflecting on Jewish beliefs and practices • Empathising by considering how it might feel to be a Jewish child and look forward to Shabbat • Investigating artefacts / photos to gather information about Shabbat or asking visitor(s) questions • Interpreting by drawing meaning from Jewish artefacts and symbolism; interpreting religious language • Synthesising by linking the symbols and practices of Shabbat with Jewish beliefs • Expressing by explaining Shabbat as a Jewish practice, or how it might help Jewish families feel closer to God • Applying by making the association between a Jewish person and their community life 	<p>Judaism</p>
-------------------------------	--	------------------------------	--	--	----------------

Theology – Thinking through believing Philosophy – Thinking through thinking Human / Social Sciences - Thinking through living