



NATRE Spirited Arts 2021 WINNER St. Nicolas' Infant School
Healing: 'Return Together' (after lockdown)

KEY STAGE ONE

In KS1, there are....

10 Compulsory units

introducing / revisiting key concepts



2 thematic units from a selection to be planned for the 2nd half of the Summer term, drawing together 'golden threads' across learning

Select an appropriate range of beliefs, including non-religious perspectives and Christianity

That means.... 5 Compulsory units + 1 thematic unit for Y1, and 5 Compulsory units + 1 thematic unit for Y2

The balance of units across each key stage ensures that schools meet statutory requirements in terms of substantive content and allocate enough time to deliver high quality RE for all pupils. The thematic units are designed to draw together key ideas that are present in other units across the phase, consolidating prior knowledge & helping pupils to make links, whilst introducing new material from religions or beliefs represented in their school community or not previously studied. Each unit will contain some suggestions to help schools to plan and give a guide as to the appropriate balance of the content. These units also create opportunities for assessing pupils' progress. **Across all key stages, we recommend that pupils' own 'lived experience' is appropriately included in RE discussions, which inevitably means that this will reflect a range of beliefs and ideas, encompassing both non-religious and religious worldviews. Teachers should ensure that all perspectives are valued and that the RE curriculum for KS1 is inclusive of all.** This approach will be modelled through the **non-statutory support materials**.

Outlined in this section of the syllabus are some detailed overviews to indicate suggested prior and future learning, which should be used to help schools to plan their curriculum and make decisions about placing units so that they build pupils' schemata:

← *In order to access the learning in this unit, pupils should have learnt about....* → *Where will pupils' learning go from here?....*

Each individual unit of work (*pages 44-58*) outlines **statutory content** that must be covered. This includes 'sticky knowledge' (the substantive content), six key questions to help shape the learning in the unit in multi-disciplinary ways, and guidance about expected outcomes. This may need to be adjusted as teachers plan, to account for pupils' differing abilities.

Each unit also comes with **non-statutory support materials** which provides a sequence of learning, ideas for lessons & links to some suggested resources. These are [hyperlinked](#) from each of the individual units in this section.

Building your long term plan for KS1 using the overview



Start by choosing **one thematic unit** for the 2nd half of the Summer term for each year group



Ensure that your choice has some links with the **Christianity content** for that year group









Choose **Judaism and/or Islam units** that also have some links with the chosen thematic unit





Using your long term plan, you should be able to teach your chosen sequence of units of work, enabling pupils to make links across their learning, develop and deepen their knowledge and explore different worldviews through the **Golden Threads** of **God** (theology), **Community** (sociology) and **Identity** (philosophy).

KS1	Compulsory units: 3 per year group	Concepts	Links with other learning in RE	
Y1	CHRISTIANITY: Why do Christians call God 'creator'?	God Creation	←	The idea of Community God as a caring/loving figure. Jesus being the Son of God Fiction / Non-fiction as categories of texts
	<ul style="list-style-type: none"> 'Create' / 'creation' / 'creator' Biblical creation story God as 'creator' of the world & in other parts of the Bible Celebration of Harvest 		→	<i>Pupils will learn about the creation story from the Torah and the Qur'an in the KS1 Judaism & Islam units, and build on their understanding of God as creator in the Y2 unit 'What is God like for Christians?' There is also a thematic unit 'Why should we care for our world?' which will build on this understanding and also develop prayer as an expression of gratitude.</i>
Y1	CHRISTIANITY: What is the 'Nativity' and why is it important to Christians?	Incarnation God Worship	←	Christian belief in God as 'Father God' and creator. Harvest as a time when Christians have special Church services to thank God for His gifts, and that Christmas as the celebration of Jesus' birth.
	<ul style="list-style-type: none"> 'Nativity' as the birth of Jesus Other important people in the Nativity Why did angels announce Jesus' birth? Diversity of Nativity sets across the world Christmas as focus of worship of Jesus 		→	<i>Pupils will continue to build their concept of incarnation through 'Y1: What do Christians learn from stories of Jesus?' & 'Y2: Why is giving important to Christians?'. This same Y2 unit also builds understanding of the community of Christian believers, the Church. Pupils will also make links with other places of worship e.g. synagogue & mosque being a focus for families and community life, as well as the concept of prayer in the thematic unit 'Is prayer important to everyone?'</i>
Y1	CHRISTIANITY: What do Christians learn from stories of Jesus?	Incarnation Salvation	←	The Nativity account Jesus's birth involving unusual events What Christians think God is like. The idea of friendship being something involving effort.
	<ul style="list-style-type: none"> Stories about Jesus, baby → man Jesus human 'like us' and divine, 'like God' Jesus' stories ('parables') & miracles Christians as 'followers' of Jesus End with Easter story and symbols 		→	<i>Pupils will continue to build on their understanding of incarnation (Jesus being born as a human being) across KS1 & KS2. There are also important threads of the way that Jesus taught others, through stories especially, that will be picked up in KS2 units building the Kingdom of God concept. There is also a KS1 thematic unit 'Why do people tell stories?' that will draw on the learning from this unit.</i>
Y2	CHRISTIANITY: What is God like for Christians?	God Creation	←	God creating the world and God as a caring and giving figure. That 'Christians' are followers of Jesus. That Christians worship God in church and how they live
	<ul style="list-style-type: none"> Build on idea of God as creator Images of God from the Bible: shepherd, parent, King Ideas in art / story / song 		→	<i>Pupils will continue to build on the concept of 'God' for Christians through developing their understanding of Jesus as God's Son – and the 'image' of God, his Father. The concept of God as Trinity – Three and yet One – is a great Christian 'mystery', which will be explored further in UKS2.</i>
Y2	CHRISTIANITY: Why is giving important to Christians?	Incarnation Worship Kingdom	←	The idea that 'worship' is important for some people and is a way of showing that God is important Some stories and words in the Bible that help Christians to live their lives as Jesus taught (e.g. parables Jesus told and stories about Jesus)
	<ul style="list-style-type: none"> Why / when do we give to others? Christians (as 'Church') give in different ways e.g. 'service', food bank Commandments to 'love God & love others' Giving at Christmas because God gave 		→	<i>the story of Jesus' birth and that Christians believe Jesus is God's Son Children's thinking about the concept of 'incarnation' will continue to be built on through key units in KS2. A key thematic unit for Y2 focuses further on the concept of giving, so this unit will really help to build that idea and help pupils to see the connections within other communities of faith and belief. This unit also links with the thematic unit 'Is prayer important to everyone?'</i>
Y2	CHRISTIANITY: Why do Christians call Jesus 'Saviour'?	Salvation	←	That Jesus is God 'in human form' (incarnate) and was born as a baby in Bethlehem That Jesus grew up to be a man and had many friends, including the 12 disciples
	<ul style="list-style-type: none"> 'Saving' others; Jesus as 'Saviour' Jesus changing lives e.g. Zacchaeus Salvation in Easter story, symbols in an Easter garden 		→	<i>Children could draw on ideas from this unit to help with learning in the KS1 thematic units 'What do people learn from stories?' & 'Y2: Is giving better than receiving?' Pupils will revisit and build on the concept of salvation in the LKS2 unit 'What's the Bible's 'big story' – and why is it like treasure for Christians?'</i>

KS1	Compulsory units: 2 per year group	Concepts	Links with other learning in RE	
KS1	JUDAISM: What is the Torah and why is it so important to Jewish families?	'Holy' Torah Mitzvot Respect	← →	<p>The Christian Bible, which contains stories about God and his people</p> <p>The story of creation (in the Old Testament), along with some stories of key figures e.g. Noah and Moses</p> <p>Have some knowledge of the importance of rules for community living</p> <p>Pupils may have learned about Shabbat as the Jewish day of rest, or...</p> <p><i>...children may build on this unit with learning about Shabbat, depending on schools' choices. In the thematic units for KS1, pupils will be considering why stories and/or prayer might be important to people, so learning in this unit will help them to further develop their thinking.</i></p> <p><i>In LKS2, pupils will be exploring some key festivals within Judaism and investigating links between them, Jewish practices and writings in the Torah.</i></p>
	<ul style="list-style-type: none"> What makes a book special? Torah is special as it contains God's words & rules for living (mitzvot) How Jewish people show the Torah is special in how it's treated & where it 'lives' 			
KS1	JUDAISM: Why do Jewish families celebrate the gift of Shabbat?	Shabbat Creation Shalom rest	← →	<p>Special times for them and their peers</p> <p>Activities that they and their friends do at the weekend are varied but there can be activities that people do every weekend</p> <p>Have explored the creation story from the Bible, where God rested on the 7th Day. (NB Teacher note: the Christian Bible includes writings from the Torah)</p> <p>Pupils may also have learned about the Torah as the special holy book for Jewish people, or....</p> <p><i>...pupils may pick up the concept of Shabbat again in the Torah unit, as it appears in the 10 Commandments. In the thematic units for KS1, pupils will be considering why stories and/or prayer might be important to people, so learning in this unit will help them to further develop their thinking.</i></p>
	<ul style="list-style-type: none"> Shabbat as a special gift of rest Links with creation story Friday night meal & symbols; Saturday night ceremony as start of new week 			
KS1	ISLAM: What is important for Muslim families?	respect Prophet ibadah salaam (peace) creation	← →	<p><i>As the KS1 Islam units can be taught in any order, pupils may have explored some key ideas for Muslims already. Ensure you reflect this in planning.</i></p> <p>Special books and special people</p> <p>What it means to show respect and how people might do this in different ways</p> <p><i>In the thematic units for KS1, pupils will explore the place of stories and leaders within community life, as well as how beliefs impact on actions, such as caring for creation. Pupils will deepen their understanding of how the teachings of the Qur'an and the practices of Islam shape life for Muslims in LKS2 in the unit 'How does 'ibadah' (worship) show what's important to Muslims?'</i></p>
	<ul style="list-style-type: none"> Muhammad (pbuh) is the most important Prophet (messenger) for Muslims Muslims learn from his life & example Qur'an contains the holy words of Allah 			
KS1	ISLAM: Who is Allah and how do Muslims worship Him?	Allah salaah Ibadah	← →	<p><i>As the KS1 Islam units can be taught in any order, pupils may have explored some key ideas for Muslims already. Ensure you reflect this in planning.</i></p> <p>the idea that God is seen in different ways by different people</p> <p>people's choices are influenced by what they believe</p> <p><i>There is a key thematic unit which explores the concept of prayer ('Is prayer important to everyone?') for different people, and 'Is it better to give or to receive?' could also draw on learning from this unit. The thematic unit 'Why should we care for our world?' could also draw on pupils' understanding of Allah as creator. Pupils will deepen their understanding of how worship & salah show submission to Allah in the LKS2 unit 'How does 'ibadah' (worship) show what's important to Muslims?'</i></p>
	<ul style="list-style-type: none"> Muslims believe in One God, Allah 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator) Prayer is part of worship of Allah (ibadah) 			

KS1	Thematic units: choose 1 per year group	Links with other learning in RE
 <p>The thematic units are designed to help secure deeper connections in pupils' learning across the year, through the development of the Golden Threads: the concepts of God, Community and Identity. Where units are placed by schools in their long term plan will impact on the connections that are possible, so it's essential to plan thematic choices carefully. Whilst units may draw on learning from your wider curriculum, you must ensure that the focus remains on RE, and include a balance of religious and non-religious perspectives, including Christianity.</p> <p>The Golden Threads are a key feature of the thematic units as they help to ensure that pupils' learning is multi-disciplinary, and contains an age-appropriate balance of Theological, Sociological and Philosophical questions and approaches.</p>  <p>The thematic units contain a balance of material to consolidate learning with new learning that builds on this, and so create ideal opportunities to gather evidence of pupils' progress. Schools can also decide to include content that relates to their own setting e.g. if you have Buddhist / Humanist pupils in your school, then the thematic units you choose could include material that helps pupils to understand Buddhism / Humanism.</p>		
KS1	<p>What makes a good leader?</p> <ul style="list-style-type: none"> Who are 'good' leaders? Why did people follow Moses / Jesus / Muhammad (pbuh)? Leaders who followed a faith / belief What can we learn from leaders? 	 <p>This unit will explore ideas about how communities choose their leaders and the characteristics of a good leader. It will also consider why people follow a leader and the impact of some leaders on how communities live. This unit could draw on learning from:</p> <ul style="list-style-type: none"> Y1 CHRISTIANITY: What do Christians learn from stories of Jesus? Y2 CHRISTIANITY: Why do Christians call Jesus 'Saviour'? Y2 CHRISTIANITY: Why is giving important to Christians? KS1 JUDAISM: What is the Torah and why is it so important to Jewish families? KS1 ISLAM: What is important for Muslim families?
KS1	<p>Why do people tell stories?</p> <ul style="list-style-type: none"> Stories help us understand life; teach us to be better people; about real events; to comfort & link us to others Stories linked to festivals from prior learning across units; add Hanukkah* / Purim* Aesop's Fables / Huge Bag of Worries / The Memory Tree 	 <p>This unit will explore how stories are important to people of different faiths and beliefs as a way of expressing meaning, sharing morals and providing comfort in challenging times or answers to difficult questions. This unit could draw on learning from:</p> <ul style="list-style-type: none"> Y1 CHRISTIANITY: Why do Christians call God 'Creator'? Y1 CHRISTIANITY: What do Christians learn from stories of Jesus? Y1 CHRISTIANITY: What is the 'Nativity' and why is it important to Christians? Y2 CHRISTIANITY: Why do Christians call Jesus 'Saviour'? KS1 JUDAISM: What is the Torah and why is it so important to Jewish families? (*NB these stories are not in the Torah, but you are building on understanding about what's important to Jewish families) KS1 ISLAM: What is important for Muslim families?
KS1	<p>Is prayer important to everyone?</p> <ul style="list-style-type: none"> Who do people pray to? Does everyone pray? How is prayer different from reflection? Buddhist 'prayer' flags & prayer beads across traditions 	 <p>This unit will explore how different religious communities pray, and to consider why other people choose not to pray. It will also consider differences between prayer and reflection. This unit could draw on learning from:</p> <ul style="list-style-type: none"> Y1 CHRISTIANITY: Why do Christians call God 'Creator'? (Harvest) Y1 CHRISTIANITY: What is the 'Nativity' and why is it important to Christians? Y2 CHRISTIANITY: Why is giving important to Christians? KS1 JUDAISM: Why do Jewish families celebrate the gift of Shabbat? KS1 ISLAM: Who is Allah and how do Muslims worship him?
KS1	<p>Why should we look after the world?</p> <ul style="list-style-type: none"> Link to ideas from prior learning about creation Caring about the world from non-religious perspective – we all share our world Tu B'Shvat (Jewish tree-planting festival) 	 <p>This unit will give pupils opportunities to reflect on the natural world, what makes it precious and why / how we should care for it. Whilst the creation account (found in the Bible, the Torah and the Qur'an) might help answer this question for religious people, pupils should also be given opportunities to learn that non-religious people also show wonder at the natural world and concern about environmental issues and believe different things about how the world came to be. This unit could draw on learning from:</p> <ul style="list-style-type: none"> Y1 CHRISTIANITY: Why do Christians call God 'Creator'? Y2 CHRISTIANITY: What is God like for Christians?

			<ul style="list-style-type: none"> • KS1 JUDAISM: Why do Jewish families celebrate the gift of Shabbat? • KS1 ISLAM: What is important to Muslim families? • KS1 ISLAM: Who is Allah and how do Muslims worship Him?
Y2	Is giving better than receiving?		 
	<ul style="list-style-type: none"> • Why do we give? And receive? • Giving & receiving through festivals e.g. Harvest festivals / Christmas / Easter / Eid • Gifts of Creation / Shabbat / Torah / Qur'an / Jesus • How do Sikhs give and why? • Giving from a non-religious perspective 		

This unit will start from children's own experiences of giving and receiving and explore how both are a part of community life, are expressed in different ways and what motivates people to give. It is an opportunity to look at giving and receiving from both religious and non-religious perspectives. This unit could draw on learning from:

- Y1 CHRISTIANITY: Why do Christians call God 'creator'?
- Y1 CHRISTIANITY: What is the 'Nativity' and why is it important to Christians?
- Y2 CHRISTIANITY: What is God like for Christians?
- Y2 CHRISTIANITY: Why is giving important to Christians?
- KS1 JUDAISM: Why do Jewish families celebrate the gift of Shabbat?
- KS1 ISLAM: Who is Allah and how do Muslims worship Him?
- KS1 ISLAM: What is important for Muslim families?



Building on prior learning from Early Years Foundation Stage*

(*please see EYFS section for more information)

In the Early Years Foundation Stage, children will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- learning about themselves within the context of their school;
- learning about the worldviews, beliefs and cultures of others, including Christianity;
- encountering the celebration of different festivals;
- where possible, meeting different people from faith and belief communities;
- hearing stories that are special to different religious and non-religious people, that help children to relate to the things that different people believe.

During Key Stage 1, pupils will:



develop their knowledge and understanding of the worldviews, beliefs and 'lived experience' of some Christian, Jewish and Muslim people, and (especially as part of the thematic units) some non-religious people



become more aware of other peoples' worldviews and be encouraged to develop important subject-specific and cross-curricular skills



As well as the **statutory content**, each unit of work in the syllabus also contains elements to help teachers to deliver RE in a way that ensures a balance of multi-disciplinary approaches. This is achieved through the use of **key questions** to help shape the learning and indications of **expected outcomes** for the unit of work. These may need adjusting to suit the ages and abilities of pupils.

Through their learning experiences in KS1, pupils will develop their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and be encouraged to:

- explore core concepts & beliefs for Christian, Jewish & Muslim people, and appreciate that some people call themselves 'non-religious';
- develop subject specific vocabulary;
- encounter how different people view the world in different ways;
- encounter and respond to ways in which people express their beliefs (*e.g. stories, artefacts and other media, such as art and music – and what they might 'mean'*);
- begin to understand the importance and value of religion and belief for different people, especially other children, their families and the communities they belong to;
- ask relevant questions and develop a sense of wonder & curiosity about the world around them, using their imagination;
- ask questions and express their own views about what it means to be human: what's important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

