

KS1 (YEAR 1) RE LEARNING OUTCOMES

Key question 1.1: What do Christians believe God is like? (Key concept: God)		
<p>Make sense of belief</p> <ul style="list-style-type: none"> identify what a parable is tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father give clear, simple accounts of what the story means to Christians 	<p>Understand the impact</p> <ul style="list-style-type: none"> give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God) 	<p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas give a reason for the ideas they have and the connections they make
Key question 1.2: Why does Christmas matter to Christians? (Incarnation)		
<p>Make sense of belief</p> <ul style="list-style-type: none"> recognise that stories of Jesus' life come from the Gospels give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians 	<p>Understand the impact</p> <ul style="list-style-type: none"> give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask questions about Christmas for people who are Christians and for people who are not decide what they personally have to be thankful for, giving a reason for their ideas
Key question 1.3: Who is Jewish? What do they believe and how do they live?		
<p>Make sense of belief</p> <ul style="list-style-type: none"> recognise the words of the Shema as a Jewish prayer retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach) give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah 	<p>Understand the impact</p> <ul style="list-style-type: none"> give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach) make links between Jewish ideas of God found in the stories of the Torah and how people live give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) 	<p>Make connections</p> <ul style="list-style-type: none"> ask some questions about what Jewish people celebrate and why talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people give a good reason for their ideas about whether any of these things are good for them too
Key question 1.4: Who is Muslim? What do they believe and how do they live? (God/tawhid/ibadah/iman) (Double unit)		
<p>Make sense of belief</p> <ul style="list-style-type: none"> recognise the words of the Shahadah and that it is very important for Muslims identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean give examples of how stories about the Prophet Muhammad show what Muslims believe about him 	<p>Understand the impact</p> <ul style="list-style-type: none"> give examples of how Muslims use the Shahadah to show what matters to them give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads) 	<p>Make connections</p> <ul style="list-style-type: none"> think, talk about and ask questions about Muslim beliefs and ways of living talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too
Key question 1.5: Why does Easter matter to Christians? (Salvation)		
<p>Make sense of belief</p> <ul style="list-style-type: none"> recognise that incarnation and salvation are part of a 'big story' of the Bible tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people) recognise that Jesus gives instructions about how to behave 	<p>Understand the impact</p> <ul style="list-style-type: none"> give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<p>Make connections</p> <ul style="list-style-type: none"> talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas
Key question 1.6: What makes some places significant? What makes some places sacred to believers?		
<p>Make sense of belief</p> <ul style="list-style-type: none"> recognise that there are special places where people go to worship, and talk about what people do there □ identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean □ identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 	<p>Understand the impact</p> <ul style="list-style-type: none"> give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe give simple examples of how people worship at a church, mosque or synagogue talk about why some people like to belong to a sacred building or a community 	<p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas talk about what makes some places special to people, and what the difference is between religious and nonreligious special place