

Key endpoints for this unit are:

- To know that Churches, Synagogues and Mosques are special places
- To know the Torah, the Bible and the Quran are special books
- To know that festivals are special times celebrated by many people
- To know there are many stories that tell us about special people

This unit introduces the subject of Religious Education (RE) to young children in Year 1. It has been designed to teach children that when we study RE we are learning about different aspects of religion and we are also relating what we've learned to our own experiences. Children will understand that during RE lessons, they might be asked to reflect, to think about what they've learned and will have opportunities to share their thoughts. This unit, and the approach with the rest of the curriculum, identifies things that religions have in common. Children explore special places, books, times and people within Judaism, Christianity and Islam. They are also invited to reflect on those things that might be special in their own lives.

There are no specific written tasks for this unit as this has been designed to be taught in the first term of Year 1. Teachers may set appropriate writing tasks that match children's phonics level if they wish. Reflection tasks have been included and teachers can use their judgement to decide if the responses to the reflection questions should be written, oral or if they can be recorded in another way that is useful for the children.

Each lesson in this unit will contain content that will be revisited later as children build on their knowledge, learning and remembering more over time.

Lesson Sequencing:

The sequence of lessons in this unit has been designed to build on prior knowledge and introduce new material in small, manageable steps. **In lesson 1**, children explore what it means to believe in something or someone. They are introduced to the concept of God and understand that some religions believe in one God and others in many. Children will understand that belief is a choice, people cannot see God but they choose to believe.

In lesson 2, children learn that any religions have special places of worship where people come together to practice their faith, pray, and connect with their community. These places provide a sense of belonging, helping people to connect to other people who share similar beliefs within their community and offer an opportunity to celebrate and worship together. This lesson introduces children to places of worship. Children will learn more about sacred places as they move through the curriculum, this lesson acts as an introduction.

In lesson 3, children will learn that sometimes religious people read special books. These special books can contain stories, rules and lessons about life. Children will learn that many Christians read a special book called the Bible, many Jewish people read a special book called the Torah and many Muslims read a special book called the Quran. Children will learn much more about these special books as they work through the curriculum, this lesson is just an introduction.

In lesson 4, children will learn that a festival is a special time when people tell stories to help them remember and come together to celebrate. Children will learn that many religions have festivals. They will learn that people might celebrate a festival by coming together, eating special food, wearing special clothes, singing special songs and telling special stories to help them remember why they celebrate. Teachers will choose a festival to study in more detail, perhaps one that links to children's experiences or one that a community member can come in to talk about.

In lesson 5, children will learn that within religions, there are often special people who believers learn about by reading stories about their lives. Children will learn that in Christianity, there are many stories in the Bible about Jesus. In Judaism, there are stories in the Torah about Moses. In Islam, there are stories about Prophet Muhammad in the Quran. Teachers must note that we do not depict images of the Prophet Muhammad as this is forbidden in Islam and is extremely disrespectful. Children must not draw or have access to any images of Prophet Muhammad. Teachers will choose a story about one of the people children have learned about to share.

Lesson 6 has a focus on assessment. Teachers should use this opportunity to check for understanding in an appropriate way, most likely through discussion rather than a written outcome at this stage.

Key concepts: believing, celebrating

Key terms: Judaism, Christianity, Islam, Church, Synagogue, Mosque, Bible, Torah, Quran