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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | **Christianity (God)**  God, Father, Christians, prayer, forgiveness, Church, Rosemary beads, candle, relationship, symbol | **Christianity (Jesus)**  Christmas, religious festival, nativity, Jesus, vulnerable, prepare, special, traditions, celebration, beginnings | **Islam**  Planet, world, environment, Muslim, Allah, creation, responsibility, Prophet, role model, caretaker | **Judaism**  Jews, Jewish, promise, trust, commitment, Sukkot, symbol, community, grateful, Noah, Abraham | **Hindu dharma**  Roles, worship, imagery, stories, Shiva, Vishnu and Brahma, Ganesh | **Christianity (Church)**  God, church, family, belonging, community, baptism, ceremony, symbols, font, priest, candles, godparents |
|  | - Know that Christians refer to God as ‘Father’ and talk about why Christians might compare God to a loving parent  - Talk about how and why Christians might want to talk to God  - Suggest symbolic meanings of rituals and items used in Christian prayer  - Talk about the importance of love in families and ways they are cared and supported by their families  - Reflect on their own role within the family  - Discuss who they can talk to when they are happy/sad/worried | - Know a simple version of the nativity story and talk about how different characters welcome the baby Jesus  - Talk about why Christians would say that Jesus is a special baby.  - Identify religious aspects of Christmas celebrations and talk about why Christmas is a special time for Christians  - Consider how and why babies might be special – and why they need love and care and why we should look after those who cannot help themselves  - Talk about their own beginnings and how they were welcomed into the family – reflecting on who has helped them. | - Know that Muslims believe in one God (Allah) who created the world and talk about why Muslims might value the natural world  - Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet and show respect to the natural world  - Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it  - Reflect on how they treat the natural world – and if they have a duty to look after it | - Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)  - Give an example of a core value or commitment (trusting that God will keep his promise)  - Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival)  - Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises)  - Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot)  - Ask questions (about the importance of trust and who they can trust/rely on in their own lives) | - Know that Hindus believe in one God in many forms and that God is present in all living things  - Suggest what Hindus might learn about God from the story of the blind men and the elephant  - Talk about how and why Hindus might use statues and images (murtis) in their worship and suggest meanings expressed in the images used  - Talk about the different ways that people can be seen and described  - Consider how people might have multiple roles  - Reflect on how others might see them  - Talk about the different roles that they might have (friend, child, brother/sister etc.) | - Know that some Christians welcome babies into the God’s family (the Church) and talk about what it means to belong to that family  - Identify features of baptism – eg. the font, candles, godparents and talk about why parents might want to have their child baptised  - Talk about what it means to belong to a family  - Talk about the role of families in raising children  - Talk about their own identity as part of a family and part of the school community |
| Recall and use specific religious vocabulary accurately (year group key vocabulary) | | | | | | |

**RE NON NEGIOTABLES – YEAR 1**

**BELIEFS AND VALUES LIVING RELIGIOUS TRADITIONS SHARED HUMAN EXPERIENCE SEARCH FOR PERSONAL MEANING**