

R.E Progression of Skills - Year 1



Wigan Agreed Syllabus (SACRE):		
<u>Year 1 Areas of Study:</u>		<u>R.E Enquiry</u>
<ul style="list-style-type: none"> • What does it mean to belong? • Why do Christians celebrate Christmas? • What do Christians believe? • Why and how do Christians celebrate Easter? • Why do Christians love to tell stories about Jesus? • What does it mean to be part of a Jewish family? 		As theologians, we are learning to: <ul style="list-style-type: none"> • Enquire into and explore the concept of belonging. • Enquire into and learn about the Festival of Christmas. • Conduct an enquiry into beliefs about God. • Conduct an enquiry into how Easter is celebrated. • Conduct an enquiry into stories about Jesus. • Conduct an enquiry into what it means to be part of a Jewish family.
<u>Unit of work:</u>	<u>R.E Knowledge and understanding:</u>	<u>Learning Outcomes:</u>
Autumn 1 What does it mean to belong?	As theologians, we are learning to: <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of ways in which people show they belong. • Explore and express feelings associated with belonging through music and story. • Gain knowledge and understanding of religious symbols of belonging and their meanings. • Recognise and explain the different clothing associated with belonging in Christianity and one other religious tradition. • Gain knowledge and understanding of a Christian ceremony of belonging. • Explore the concepts of symbolism and belonging. 	As theologians we will: <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of ways in which religions demonstrate belonging. • Identify symbols of belonging in their own lives. • Talk about feelings associated with belonging. • Identify a group that they belong to and explain why it is special to them. • Identify and describe clothing and symbols associated with belonging in Christianity and other religious traditions. • Describe what happens at a baptismal ceremony using some key words such as church, font, and vicar etc. • Ask questions about the symbolic actions performed during the ceremony and suggest meanings. • Recognise and show awareness that different people belong to different religions. • Use key words such as baptism, Christian, cross, candle etc.
Autumn 2 Why do Christians celebrate Christmas?	As theologians, we are learning to: <ul style="list-style-type: none"> • Gain knowledge and understanding of the Christmas story. 	As theologians we will: <ul style="list-style-type: none"> • Describe a celebration and a gift which is important to them and say why it is significant.

	<ul style="list-style-type: none"> • Reflect on a celebration and a gift that is significant to them. • Explore and express feelings associated with gift giving through music, story and discussion. • Gain knowledge and understanding of the symbolism of the gifts given to Jesus. • Talk about and reflect on the Christian belief that Jesus was God’s gift to the world. • Identify ways in which Christmas is celebrated by Christians in church and at home. 	<ul style="list-style-type: none"> • Use appropriate religious vocabulary to describe the main events and characters of the Christmas story. • Ask questions and suggest reasons explaining why Jesus is seen by Christians as God’s gift to the world. • Recall the gifts given to Jesus and suggest meanings for these gifts. • Explain how Christmas is celebrated in the church. Suggest a gift a Christian would give to Jesus and why. • Make a decision about which is the best gift an invisible gift or a material gift, giving a reason why. • Explain how the children felt when they received their shoe box and why. • Give a reason why some people think it is more important to give than receive. • Respond to the statement: ‘It is better to give than to receive.’ Give reasons for your viewpoint.
<p>Spring 1 What do Christians believe?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Gain knowledge and understanding of Christian beliefs and practices. • Explore some of the qualities Christians associate with God and what they mean. • Learn what biblical stories teach Christians about God. • Reflect upon and share their own ideas about God. • Reflect upon and express their own questions about life and God. • Express their own spirituality through art. • Recognise that people have different views about God. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Talk about their own ideas about God and listen and respond sensitively to the ideas of others. • Use appropriate religious vocabulary to describe some of the qualities associated with God in Christianity and what they mean e.g. loving, forgiving. • Ask interesting and imaginative questions about God and the world in which we live. • Reflect on the nature of God in a creative way demonstrating through art their own response to the idea of God. • Retell a Christian Bible story and talk about what it teaches about God. • Identify some qualities that Christians associate with God. • Give an opinion on the best quality God has and give a reason why. • Identify and explain a belief or practice associated with Christianity.

<p>Spring 2 Why and how do Christians celebrate Easter?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Understand what is being celebrated at Easter. • Make links with new life and new beginnings and the Easter story. • Introduce the concept of a special person and consider reasons why Jesus is special to Christians. • Demonstrate knowledge and understanding of the key events in the Easter story. • Explore some of the basic feelings associated with the Easter story, such as sorrow, joy, awe and wonder. • Reflect on their personal feelings and the feelings of others. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Retell the stories connected with Easter. • Use appropriate religious vocabulary when explaining some of the key events of the Easter story e.g. crucifixion, resurrection etc. • Ask questions about the Easter story and how it is a symbol of new life and new beginnings. • Identify and suggest meanings for some of the symbols of new life associated with Easter. • Reflect on and talk about aspects of the Easter story that made them feel happy or sad and relate them to their own experience. • Demonstrate creativity by creating an Easter garden and designing an Easter card. • Explain what events Christians are remembering at Easter. • Make links between the celebrations at Easter and the Easter story.
<p>Why do Christians love to tell stories about Jesus?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Recall what they know about Jesus. • Enquire into the stories of Jesus, their meaning and impact on believers. • Be introduced to the idea of a parable and a miracle. • Recognise that the Bible contains stories which are special to Christians and that it should be treated with respect. • Reflect upon the stories of Jesus and to express their own ideas in response to stories Jesus told about friendship, kindness and caring. • Explain what a miracle is and enquire into some of the miracles connected with Jesus. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Retell the stories Jesus told in words, drama and pictures. • Use religious vocabulary such as parable, miracle, Bible etc. • Ask questions and suggest meanings for the stories Jesus told. • Identify and explain the difference between a parable and a miracle. • Reflect on and talk about their own experiences relating to some of the themes in stories that are told about Jesus, for example friendship or the loss of something, being thankful, bravery and kindness. • Demonstrate creativity by using their imagination when re-enacting one of the stories told about Jesus. • Recognise that Holy books contain stories that are special to many people and should be treated with respect. • Share their opinions on what makes a good story and why.
<p>What does it mean to be part of a Jewish family?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Reflect on what is valuable and precious to them. • Recognise some of the similarities and differences between their home and a Jewish home. • Gain knowledge and understanding of Jewish practice and family life. • Conduct an enquiry into the importance of the mezuzah in a Jewish home and how it reminds people about God. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Talk about and explain how a Jewish home is different or the same as their home. • Use appropriate religious vocabulary associated with Jewish life, such as mezuzah, menorah and shema etc. • Ask interesting and imaginative questions about a Jewish home. • Reflect and share with others the special things about their home and family. • Identify a quality of God in Judaism.

	<ul style="list-style-type: none"> • Name and describe a religious artefact. • Conduct an enquiry into the celebration of Shabbat in a Jewish home. • Explore why Shabbat is important in Jewish life and worship. • Ask interesting questions about Jewish life and worship. 	<ul style="list-style-type: none"> • Demonstrate their knowledge and understanding of the mezuzah. • Identify a variety of Jewish artefacts found in a Jewish home, explaining what they are used for. • Describe how Shabbat is celebrated by a Jewish family. • Give reasons why Jewish people do not work on the Sabbath. • Give examples of things some Jewish people would not be allowed to do on Shabbat and explain why. • Respond to the statement: 'It is a good idea to have a day of rest every week.'
<p><u>As spiritual theologians we are learning to:</u></p> <ul style="list-style-type: none"> • Explore feelings associated with belonging in the pupils' own experience and the experience of others. • Explore the idea of giving and receiving gifts. Pupils reflect on their own experience of gifts and gift giving. Is it better to give or receive a gift? • Reflect upon the idea of God through art and music. • Share experiences of feeling happy and sad and relate them to the Easter story. • Reflect on the meanings in the parables of Jesus and relate them to their own experiences. • Reflect upon their home and things that are precious to them and others. 		<p><u>As moral theologians we are learning to:</u></p> <ul style="list-style-type: none"> • Reflect upon the promises made at baptism and the importance of keeping promises. • Explore with pupils which gifts are the most valuable and why. • Discuss whether the father was right to forgive in the parable of the Lost son. • Discuss with pupils whether it was right or wrong for Peter to deny Jesus. • Engage with the moral messages in the parables of Jesus. • Consider how Jewish people obey the rules of their religion in their home.
<p><u>As social theologians we are learning to:</u></p> <ul style="list-style-type: none"> • Explore ways in which people show they belong to a religious community. • Explore how Christmas is celebrated by Christians in the church. • Listen and respond sensitively to other pupils' ideas about God. • Explore how pupils would welcome a special guest to their school and how Jesus was welcomed into Jerusalem. • Look at the effect of Jesus' stories and their influence on people's lives and behaviour. • Enquire into the practice of faith in a Jewish home and the importance of family life. 		<p><u>As cultural theologians we are learning to:</u></p> <ul style="list-style-type: none"> • Explore symbols and clothing associated with belonging in different religious traditions and cultures. • Explore how Christmas is celebrated in the UK. • Recognise that different cultures and religions think of God in a different way. • Explore the Easter traditions of making an Easter garden, giving Easter eggs and receiving palm crosses. • Examine different cultures and customs through the stories of Jesus. • Explore the Jewish faith and culture.