

Religious Education Statement of Intent

Taught during two topic blocks during the year and supported by our assembly programme and additional events

By the end of Phase One of School (year 1)

Know About and Understand	Express and Communicate	Gain and Deploy Skills
Can they recall and name different festivals?	Can they ask and respond to questions about what communities do? Can they ask and respond to questions about why communities do different things?	Can they explore questions about belonging, meaning and truth?
Can they explore and discuss sacred writings and sources of wisdom? Can they recognise the communities from which these stories come?	Can they observe and recount different ways of expressing identity and belonging?	Can they find out about and respond with ideas to examples of co-operation between people who are different?
Can they recognise some different symbols and actions which express a community's way of life?		Can they find out about questions of right and wrong?

Year 1 - How do Christians, Jews and Muslims say 'thank you' to God for the natural world?

Breakdown of coverage for Religious Education

Know About and Understand	Express and Communicate	Gain and Deploy Skills
Can they recall and name different beliefs and festivals?	Can they ask and respond to questions about what communities do?	Can they explore questions about belonging, meaning and truth?
Can they appreciate some similarities between communities?		

Pupils should be taught to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

WOW: *Ask the children to imagine that they had no food or water for the next day.*

LC1	When do we say 'thank you' and why?
LC2	Where does our food and water come from?
LC3	Why do many Christians celebrate Harvest Festival?
LC4	What happens at Sukkot and what is a Sukkah?
LC5	Why do many Muslims believe that Allah has made them guardians of creation?
LC6	How do we share with others?
Ref	Can we perform an assembly to show our friends how different religions say 'Thank you' for the natural world?

Year 1 - Do our actions speak louder than words?

Breakdown of coverage for Religious Education

Know About and Understand	Express and Communicate	Gain and Deploy Skills
Can they recall and name different beliefs and festivals?	Can they ask and respond to questions about what communities do? Can they identify what difference belonging to a community might make?	Can they explore questions about belonging?
	Can they observe and recount different ways of expressing identity and belonging?	
Can they recognise some actions which express a community's way of life? Can they appreciate some similarities between communities?		

Pupils should be taught to ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

WOW: *Invite a member of a religion represented in the local community to visit the school and speak with the children about their faith and how it impacts on their actions.*

LC1	How can we tell that someone is good?
LC2	What are our values in school and how do we show them each day?
LC3	What are the main values of <i>the faith represented by our visitor</i> and how are they similar to our school values?
LC4	What are the main Christian values and how are they similar to <i>the faith represented by our visitor if not Christian</i> .
Ref	Can I write a guide to Christian (or other religion) values?