

Yearly Skills & Knowledge Progression

Subject: RE

Year group: Year 1

	Half Term 1	Half Term 2
Autumn	<p><b>Why is Harvest a worldwide celebration?</b> (SMSC - Social - Democracy)</p> <p><b>Knowledge</b> To explore how different communities express thanks for the harvest, connecting pupils' learning in RE with school harvest celebrations, but also exploring issues of global responsibility, and connecting with other.</p> <p><b>Skills</b> <b>Reflecting</b> on being grateful for the food we eat, and why it's important to say thank you; <b>Empathising</b> by recognising the hard work of others in producing our food; understanding that other people in the world may not always have enough to eat <b>Investigating</b> how different people have different ways of celebrating the Harvest; where food comes from; different beliefs about Harvest and the food we eat; <b>Interpreting</b> by considering the meaning of words that people use in prayers or Harvest services; <b>Evaluating</b> why Harvest is a worldwide celebration; <b>Synthesising</b> by making links between different aspects of Harvest worldwide e.g. sharing, being grateful</p>	<p><b>What do Christians believe God is like?</b> (SMSC - Spiritual - Individual liberty)</p> <p><b>Knowledge</b> To help children to share their own thoughts and ideas about God, and begin to understand that words, pictures and images can convey deep meanings. To investigate some images of God contained within the Bible and think about how these help to show Christians who God is. Many of these images are shared by Jews.</p> <p><b>Skills</b> <b>Reflecting on different</b> images of God e.g. as contained within songs e.g. 'Our God is a great big God'/'Wide, wide as the ocean'; on words to describe God; on good gifts they have been given by God <b>Empathising</b> by discussing how we adapt our behaviour in different situations <b>Interpreting</b> different images of God from the Bible and suggesting how these images might help answer the question 'What is God like?' <b>Synthesising</b> by making links between the images and Christian beliefs about God <b>Expressing</b> by creating images of God through a range of media</p> <p><b>Why is Christmas important to Christians?</b> (SMSC - Cultural - Respect and tolerance)</p> <p><b>Knowledge</b> To explore the key events in the Christmas narrative and consider why Christmas is such an important celebration for Christians.</p> <p><b>Skills</b> <b>Reflecting</b> on feelings and experiences associated with celebrating</p>

		<p><b>Empathising</b> with the emotions of people in the account of Jesus' birth</p> <p><b>Investigating</b> by gathering information about the Nativity story from Christmas cards</p> <p><b>Interpreting</b> any religious language in the story and drawing meaning from religious art (Christmas cards)</p>
	<p><b>What can make this personal to Dovers Green?</b></p> <ul style="list-style-type: none"> <li>• Whole school Harvest Assembly led by local minister.</li> <li>• Support a local food bank.</li> <li>• Speaker- Charity worker from Oxfam to lead assembly. (this didn't happen due to Covid)</li> </ul>	<p><b>What can make this personal to Dovers Green?</b></p> <ul style="list-style-type: none"> <li>• Christmas Play - whole school approach. (Carol concert due to Covid)</li> <li>• Local minister to lead Nativity assembly through interactive story telling 'Open the Book'.</li> <li>• (1 lesson about Diwali there were a number of Hindu pupils in Year 1 so a nice opportunity to celebrate their faith- Drama and art activities e.g. clay diva lamps, music and dance workshop)</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring</p>	<p><b>Who is Jesus?</b> (SMSC - Spiritual - Individual liberty)</p> <p><b>Knowledge</b> To explore the key events in Jesus' life, so that pupils can appreciate the span of his life being 33 years (rather than a term between Christmas and Easter!), but also to appreciate that Christians believe that the events of his life show he was both human, and divine (God).</p> <p><b>Skills</b> <b>Reflecting</b> on personal relationships-with peers and adults; responses related to how Jesus performed miracles; how the events in Jesus' life show him as being human / God <b>Empathising</b> by considering the thoughts / feelings of people who met Jesus before/after a miracle <b>Interpreting</b> by drawing meaning from the events of Jesus life; interpreting religious words and phrases e.g. Son of God; answering 'why' questions; talking about religious art etc.</p>	<p><b>Easter: What do eggs have to do with Easter?</b> (SMSC - Cultural - Respect and tolerance) 2</p> <p><b>Knowledge</b> To consider why the symbols of crosses and eggs are important at Easter time, and what they have to do with the Easter story. There is also opportunity for children to focus children on the contrasting emotions of Easter.</p> <p><b>Skills</b> <b>Reflecting</b> on feelings and experiences of new life <b>Empathising:</b> with the emotions of people within the Easter story and how Christians might feel about Easter <b>Investigation:</b> asking relevant questions about Easter and exploring different resources to find out some answers <b>Interpreting</b> the symbolism connected with Easter</p>

**Synthesising** by linking the events of Jesus' life with what Christians believe about him

### Why did Jesus tell parables?

(SMSC - Moral - Rule of Law)

#### Knowledge

To explore a range of parables that Jesus told, in order for children to understand how he used simple stories to teach people deep truths about God and his kingdom. It's important that pupils are also given opportunities to explore the reasons why Jesus told them, to help them to make connections between the parables and what Christians believe.

#### Skills

**Reflection:** on concepts within the parables such as love, forgiveness etc.

**Empathy:** identifying the feelings of the people in Jesus' parables. Consider how the parables may affect their behaviour

**Investigation:** using the parables to explore what Jesus was teaching

**Interpretation:** suggesting meanings of Jesus' parables

**Synthesis:** connecting meanings of different parables e.g. the 'Lost' parables

### What can make this personal to Dovers Green?

- Use of drama and film to bring the Bible stories to life.

### What can make this personal to Dovers Green?

- Local minister to lead Easter assembly or visit to Baptist church for retelling of the Easter story.
- Artefacts on display to allow children to use all their senses to explore the meaning of Easter
- Use of drama and film to bring the Bible stories to life
- PTA Easter Egg hunt in Forest school.

## What is the Torah, and why is it important to Jews?

(SMSC - Moral - Rule of Law)

### Knowledge

To introduce pupils to the Torah as the special holy book for Jews, but also to encourage them to make connections between the Torah and the part of the Bible that Christians call the 'Old Testament'

### Skills

**Reflecting** on The Ten Commandments & what Jews believe about them, and on the importance of rules

**Empathising** by identifying why the Torah might be special for a Jew

**Investigating** artefacts, photographs and places to find out about the Torah

**Interpreting** by suggesting meanings of the words in the Torah

**Synthesising** by linking the way the Torah is treated with Jewish beliefs about the Torah

## Why do Jewish families celebrate Shabbat?

(SMSC - Spiritual, BV - Individual liberty)

### Knowledge

To explore why rest might be important, and investigate the importance for Jewish families of Shabbat as a time set apart from the rest of the week. (It is also the 4<sup>th</sup> of the Ten Commandments)

### Skills

**Reflecting** on Jewish beliefs and practices

**Empathising** by considering how it might feel to be a Jewish child and look forward to Shabbat

**Investigating** artefacts / photos to gather information about Shabbat or asking visitor(s) questions

**Interpreting** by drawing meaning from Jewish artefacts and symbolism; interpreting religious language

## Why should we look after the world?

(SMSC - Spiritual, BV - Individual liberty)

### Knowledge

It is the intention of this unit to give pupils opportunities to reflect on the natural world, what makes it precious and why / how we should care for it. Whilst the creation account (found in the Bible, the Torah and the Qur'an) might help answer this question for religious people, pupils should also be given opportunities to learn that non-religious people also show wonder at the natural world and concern about environmental issues, and believe different things about how the world came to be.

### Skills

- **Reflecting** on what makes the world a place of wonder
- **Empathy:** considering the thoughts, feelings, attitudes, beliefs and values of others
- **Investigation:** asking relevant questions; gathering information from the creation story
- **Interpretation:** interpreting religious language; suggesting meanings of religious texts
- **Evaluation:** suggesting how people have spoiled the world
- **Synthesis:** linking stories to beliefs about creation and the natural world
- **Application:** realising that beliefs about creation affect the way someone treats the world

	<p><b>Synthesising</b> by linking the symbols and practices of Shabbat with Jewish beliefs</p> <p><b>Expressing</b> by explaining Shabbat as a Jewish practice, or how it might help Jewish families feel closer to God</p> <p><b>Applying</b> by making the association between a Jewish person and their community life</p>	
	<p><b>What can make this personal to Dovers Green?</b></p> <ul style="list-style-type: none"> <li>• Use Forest School to make tents.</li> <li>• Make Challa bread.</li> </ul>	<p><b>What can make this personal to Dovers Green?</b></p> <ul style="list-style-type: none"> <li>• Chose a story about saving the world e.g. pollution, food waste.</li> <li>• Compare Jewish and Islam creation stories, look at their differences and similarities and link them to stories in Green Week.</li> </ul>

### SMSC and British Values within RE

*(There is obvious overlap between the four areas of SMSC development. However, each dimension has a different emphasis.)*

#### Spiritual

**Specifically, RE provides opportunities to promote spiritual development through:**

1. Discussing and reflecting on questions surrounding faith, belief, ethics and morality.
2. Learning about and reflecting on important beliefs, practices and experiences which are axiomatic to religious and other traditions and practices
3. Considering how beliefs and concepts are expressed culturally and creatively through the arts and human and natural sciences
4. **Considering how religions and other world views perceive the human value and relations which each other, the natural world and with God enabling students to develop their self-knowledge, self-esteem and self-confidence (British - Values Individual Liberty)**
5. developing their own views and ideas on religious, philosophical and ethical issues

#### Moral

**Specifically, RE provides opportunities to promote moral development through:**

1. Exploring how beliefs, teachings and sacred texts influence individuals and groups
2. Thinking about matters of ethical and moral concern
3. Studying issues that promote respect of race, religion and belief
4. **Distinguishing between what is right and wrong and respecting the civil and criminal law of the UK (British Values - Rule of Law)**
5. Considering the importance of rights and responsibilities and developing social awareness

## **Social**

**Specifically, RE provides opportunities to promote social development through:**

1. Considering how religious and other beliefs lead to particular actions and concerns
2. *Addressing issues relating to democratic processes, promoting respect for the basis on which the law is made and applied across the UK, whilst exploring potential tensions with religious laws (British Values - Democracy)*
3. Investigating social issues from religious and non-religious perspectives.
4. Recognising diversity and difference as well as the common ground between religions and beliefs.
5. Expressing pupils'/students' personal views on a range of contemporary social issues whilst developing a capacity to consider respectfully the views of others.
6. Acceptance of and engagement with British values.

## **Cultural**

**Specifically, RE provides opportunities to promote cultural development through:**

1. Encountering people of faith from different religions, beliefs and cultures.
2. Considering cultural diversity within the same religious or non-religious tradition.
3. *Promoting tolerance, racial and interfaith harmony and respect for all, combating prejudice and discrimination. (British Values - Respect and Tolerance)*
4. Contributing positively to community cohesion and interfaith cooperation.

## **The development of British Values within RE**

**Democracy;** addressing issues relating to democratic processes, promoting respect for the basis on which the law is made and applied across the UK, whilst exploring potential tensions with religious laws

**Rule of Law;** distinguishing between what is right and wrong and respecting the civil and criminal law of the UK

**Respect and Tolerance;** promoting tolerance, racial and interfaith harmony and respect for all, combating prejudice and discrimination

**Individual Liberty;** Considering how religions and other world views perceive the human value and relations which each other, the natural world and with God enabling students to develop their self-knowledge, self-esteem and self-confidence