



Reepham Church of England Primary School

RE Medium Term Planning

School Vision: Be Known, Be Loved, Belong
“Who you are is God’s gift to you. Who you become is your gift to God.”
Subject Intent: : Our RE curriculum aims to develop religiously literate pupils who can engage respectfully with theological, philosophical and human/social science concepts, building their understanding of Christianity and other worldviews outlined in the Lincolnshire agreed syllabus.

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| Subject: | RE | Term: | Autumn 1 | Topic: | God - Christianity (Believing) | Year Group: | Year 1 |
| <u>Prior Learning:</u> Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God. | | | | | | | |
| <u>In this unit:</u> What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus? | | | | | | | |
| <u>Lincolnshire Agreed Syllabus.</u> There is no National Curriculum for Religious Education (RE) in England; instead, RE is a compulsory subject in all state-funded schools, with local authorities establishing a locally agreed syllabus that is informed by the National Content Standard for RE . This standard serves as a benchmark for quality rather than a mandate of specific content, ensuring a broad and balanced education in religious and non-religious worldviews. | | | | | | | |
| <u>Future Learning:</u> Next term, pupils build on their learning by exploring different ways in which Christian’s worship God. | | | | | | | |
| <u>‘Golden Thread’</u> Living, Thinking, Believing. | | | | | | | |
| <u>Key Vocabulary/ Subject Knowledge:</u> Christian belief in one God who has created the world and was pleased with his creation <ul style="list-style-type: none"> • Christian belief that this creation was spoiled when the first humans made a decision that had bad consequences – death and suffering entered the world • Christian belief that throughout history, God has worked with human beings to try to fix what has been spoiled • Christian beliefs about God and how they are explored in stories from the Old Testament: <ul style="list-style-type: none"> o Belief in one God who has created the world (Genesis 1) o Belief that God loves human beings and wants them to be in relationship with him(e.g. Abraham, Moses, Noah, King David) o Belief that God never gives up on people (e.g. Jonah) • Christian beliefs about God and how they are explored in stories from the New Testament: <ul style="list-style-type: none"> o Belief that Jesus is 100% human and 100% God (the incarnation – ‘God in the flesh’) | | | | | | | |

- o Belief that Jesus has come to work with human being to try to fix what has been spoiled
- o Belief that he does this by teaching about what the world should be like (e.g. parables of the Good Samaritan, Lost Son, Lost Sheep, etc.) and through the way he lives his own life (e.g. treating others the way he would want to be treated – the Golden Rule in Mark 12:30-31, the healing of Jairus' daughter in Mark 5:21-43, the Samaritan women at the well, the story of Zacchaeus, etc.)
- o Belief that Jesus has one key job – to get rid of the death that came into the world when the first humans made their bad decision = the crucifixion and resurrection narratives
- o Belief that what humans have to do is get rid of the suffering that came into the world when the first humans made their bad decision; Christians do this by following Jesus' teachings and example; if they are successful, they believe things will go back to what God originally intended when he created the world – they call this the Kingdom of God

Key Learning:

- I know what Christians, learn and understand about God through Old Testament Bible stories.
- I know some of God's encounters with people in the Old Testament, e.g. Moses, Abraham, Noah.
- I know what stories in the New Testament, tell Christians about Jesus.
- I know about Jesus's life and teachings (parables), e.g. The Good Samaritan, The Lost Sheep, Houses Built Upon Rock and Sand.

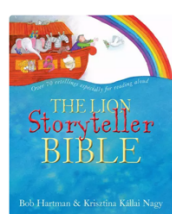
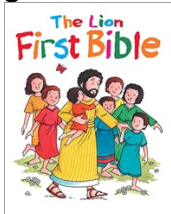
Disciplinary Skills:

- Believing:** Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes.
- Thinking:** Question if stories are real or made up and link with what people might learn from a story.
- Living:** Recognise that people look at the world in different ways.

Developing Oracy:

Developing oracy in Religious Education (RE) involves using talk-based activities like group discussions, debates, and role-playing to help children to articulate their ideas, listen to others, and use subject-specific language. Strategies include creating a safe environment with clear ground rules, using 'concept cartoons' to model differing viewpoints, and giving children specific roles in discussions to encourage critical thinking and reasoning.

Suggested Texts:



| | Objective | Learning/activities |
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| 1 | To learn about God, the Creator | <p>Thinking (specialist knowledge – different ways of reasoning about God, human beings and/or the world; specialist skill – reasoning) Take pupils outside and ask them to find as many examples of the natural world as they can. They could produce a chart or a table to record the different things they find. Ask them to think about where these things come from.</p> <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation)</p> <p>Introduce the story of creation from either Genesis 1 or Genesis 2. Pupils could sequence this story or retell it through drama/role play. Draw their attention to key characters (God, Adam, Eve), key events (creation of different parts of the natural world) and possible interpretations of the moral of the story (e.g. God is the reason why there is something rather than nothing and humans have special rights and responsibilities in the world). Relate this to Christian beliefs about God (i.e. that God exists, that God is the reason why the world and human beings exist).</p> <p>Ask pupils to produce their own creative expression of the story – this could be artistic, storytelling, musical, digital, etc. When they have finished, ask them what they are most proud of – what makes them feel happiest about the work they have produced? Connect this with the way in which God feels at each stage of creation (e.g. Genesis 1:18).</p> |
| 2 | To learn about the Fall: It All Goes Wrong... | <p>Ask pupils to work in teams to use the resources they have available to build something beautiful. When they have finished, ask each team to explain what they like about their creation. Choose one team (possibly ask supporting adults to carry out the activity too!) and knock down/destroy their creation. Ask that team how they feel about this.</p> <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation)</p> <p>Ask pupils to recap their learning from the previous lesson – what do Christians believe about God? How is this connected with the stories of creation in Genesis 1 and 2? Who were Adam and Eve?</p> <p>Introduce the story of the Fall: https://www.youtube.com/watch?v=jKdb64RiLVE (note: this is produced from a faith perspective). Pupils might like to retell this story in drama, sequence the story or create an artistic representation of the story.</p> <p>Thinking (specialist skill – reasoning)</p> <p>Ask pupils to list as many school rules as they can think of; have any of them ever broken any of these rules? How did they feel when they broke them? What were the consequences of breaking a rule? Why do they think the rules exist in the first place? If they had to choose one school rule that could never be broken, which would it be and why? Connect this to the story of the Fall: what rule did God give Adam and Eve? How did they break it? What happened next? How do you think God, Adam and Eve felt? Ask pupils to answer the question below, giving reasons for what they say; this could be in writing, orally, etc.: “Why do Christians think the story of the Fall is important? What does it tell them about what God is like?”</p> |
| 3 | To learn about God's Special People: Abraham and Moses | <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from)</p> <p>Recap the previous sessions: Christians believe there is one God who is the reason why there is something rather than nothing; Christians believe God gave Adam and Eve one rule that mustn't be broken, which they broke. As a result, Adam and Eve had to leave the Garden of Eden and death and suffering entered the world, but God had a plan to help them return. Pupils could be asked to sequence these elements on picture/word cards.</p> <p>Thinking (specialist knowledge – different ways of reasoning about God, human beings and/or the world; specialist skill – reasoning)</p> |

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| | | <p>Ask pupils to think about what promises they have made: is it easy to keep promises? Have they ever broken a promise? What promises to pupils make teachers? What promises do teachers make to pupils? Encourage them to show their process of reasoning.</p> <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation) Explain that Christians believe God made promises to some special people, including Abraham and Moses, to help them get back to the Garden of Eden. They believe that God promised Abraham that if he followed God’s rules, God would make sure Abraham had many children (see this story for an age-appropriate version of the story). Ask pupils to write down the names of all the people that are important to them on star shapes; pin these on lengths of string and hang these from the ceiling/display board; Christians believe that God has promised to love all people, even if there are more people than stars in the sky.</p> <p>Explain that Christians believe that God promised Moses that if he and the people of Israel followed God’s rules, God would make sure they were safe and happy in a promised land: https://www.youtube.com/watch?v=RdSQT7DS1II&index=12&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&t=0s (Moses) Ask pupils to design a safe space in the playground for pupils in Nursery/Reception class – what might make them feel afraid, what might make them feel safe? How can Year 1 pupils promise to help the younger children feel safe? What difference might this make to these pupils?</p> |
| 4 | To learn about Jesus – God in the flesh | <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill - source/textual interpretation) Recap previous sessions: Christians believe in one God, who is the reason why there is something rather than nothing. Christians believe God gave Adam and Eve one rule that mustn’t be broken, which they broke. As a result, Adam and Eve had to leave the Garden of Eden and death and suffering entered the world, but God had a plan to help them return. God made promises to some special people, including Abraham and Moses, to help human beings return to the Garden of Eden. Pupils could be asked to sequence these elements on picture/word cards. Word detective: give pupils a list of ingredients for chilli con carne; ask them to see if they can work out which ingredient is the ‘carne’ bit of chilli con carne (carnis = Latin for ‘flesh’ or ‘meat’). Give pupils the key word incarnation – see if they can see something within this word that reminds them of chilli con carne; explain that Christians believe Jesus is God incarnate = God in the flesh. Who is Jesus? https://www.youtube.com/watch?v=Ijac42uB2jE&index=4&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v Ask pupils to identify key characters, places and events in the story. They could produce a visual diagram of the journey taken by Mary and Joseph, a timeline, a comic strip, a hot-seating interview of the various characters, etc. Explain that Christians believe Jesus is God and that he became a human being as a gift to help humans work out how to get back to the Garden of Eden. Ask pupils to think of all the words they have associated with God over the term so far (e.g. ‘creator’, ‘loving’, ‘rule-giver’, etc.). They could create an image of the baby Jesus with these words surrounding it and wrap it up in a gift box made to look particularly precious and beautiful. Explain that this is how precious Jesus is to Christians.</p> <p>Thinking (specialist skill – reasoning) Ask pupils to think about the most precious gift they have ever received. What was it and why was it so special? Who gave it to them? How carefully did they treat the gift? Encourage them to show their process of reasoning. They could then make</p> |

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| | | connections with this and their learning about the significance of Jesus to Christians, perhaps by recording their ideas as a class vlog on the reasons why Jesus is so precious to Christians. |
| 5 | To learn about a Special Journey: Crucifixion and Resurrection | <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from) Recap previous lessons: Christians believe in one God, who is the reason why there is something rather than nothing. Christians believe God gave Adam and Eve one rule that mustn't be broken, which they broke. As a result, Adam and Eve had to leave the Garden of Eden and death and suffering entered the world, but God had a plan to help them return. God made promises to some special people, including Abraham and Moses, to help human beings return to the Garden of Eden. Christians believe Jesus is God in the flesh (incarnate), who became human in order to help people work out how to get back to the Garden of Eden. Pupils could be asked to sequence these elements on picture/word cards. Ask pupils to think of important journeys they have been on – what made the journey special? What did they have to do to get ready for the journey? What did it feel like travelling on the journey? What about when they arrived? They could pack a suitcase with items to explain their journey – something to remind them of who they are travelling with, something to remind them of what they will need on the journey, something to remind them of where they are travelling to, etc. Remind pupils of the story of Adam and Eve and the fact that Christians believe two things came into the world after the Fall that were not there before: death and suffering. The rest of what they have learned this term is the story of how human beings are trying to journey back to the Garden of Eden – a world without death or suffering. Introduce the story of Jesus' death and resurrection as a special journey that allows God to get rid of death from the world: https://www.youtube.com/watch?v=Wnbo2AmS3OI&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&index=3 Explain that Christians believe that after Jesus has died, defeated death and returned to life (resurrected), there will be no more death: even when a person's physical body has gone away, they do not die. Ask pupils to imagine they are one of the characters in the story: Mary Magdalene, one of Jesus friends (disciples), Mary, Jesus' mother, Jesus himself, the people who were jealous of Jesus, etc. Pupils could map their feelings throughout the story – how do they feel at the beginning, in the middle, at the end?</p> <p>Thinking (specialist skill – reasoning) Ask pupils to carry out a silent conversation (use the stimulus question in the centre of a large piece of paper on which pupils record their thoughts in words or drawings) – “why is this story so important for Christians?”; encourage pupils to give reasons for their answers.</p> |
| 6 | To learn about What Happens Next...? | <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from) Recap previous lessons: Christians believe in one God, who is the reason why there is something rather than nothing. Christians believe God gave Adam and Eve one rule that mustn't be broken, which they broke. As a result, Adam and Eve had to leave the Garden of Eden and death and suffering entered the world, but God had a plan to help them return. God made promises to some special people, including Abraham and Moses, to help human beings return to the Garden of Eden. Christians believe Jesus is God in the flesh (incarnate), who became human in order to help people work out how to get back to the Garden of Eden. Christians believe that Jesus died and came back to life in order to get rid of death in the world. Pupils could be asked to sequence these elements on picture/word cards. Ask pupils if they remember what two things Christians believe came into the world after Adam and Eve broke God's rule (= death and suffering); ask them if they remember how God got rid of the death in the story of Jesus' special journey. Ask them if</p> |

they can remember what the destination of the journey is (a return to the Garden of Eden, a world where there is no death and no suffering).

Thinking (specialist knowledge – different ways of reasoning about God, human beings and/or the world; specialist skill – reasoning)

Give pupils a series of scenarios with injustice at the heart, e.g. school will be holding a disco, but only boys can go, or there will be a visit to the seaside, but only pupils who live on certain streets will be allowed to go on the trip. Pupils could act out the different scenarios, then think about how each person felt. What one thing would pupils change to make these scenarios fairer?

Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation) and Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data) Explain that Christians believe that it is one of their responsibilities to try and make the world a fairer place by getting rid of suffering. Give pupils information about a local Christian charity/community that works in the local community to help get rid of suffering (e.g. foodbanks, street pastors, work with refugees, etc.). If possible, invite in a visitor who can tell the pupils about what they do and why they do it. Help pupils make the link between this work and Christian beliefs about getting rid of suffering in order to get back to the Garden of Eden (a world without death and suffering). Ask pupils to come up with at least one practical way in which they can help get rid of suffering in their school/local community (e.g. by making sure everyone has someone to play with in the playground, by helping each other out with challenges in the classroom, by always listening to the teachers' instructions so everyone can stay safe and happy, etc.).

Ask pupils to create a visual representation of the Garden of Eden, including the key words they have encountered during the term: God, Creation, promise, death, suffering, Jesus, incarnation, crucifixion, resurrection, human beings, etc.

Curriculum Adaptations

- Use of artefacts to enable communication without language.
- Use storyboards for religious teachings through story
- Use an artefact tray and magnifying glass to look at objects.
- Making use of widget for key vocabulary, and appropriately used to define key concepts such as Incarnation, Salvation etc. Plan to teach new vocabulary explicitly at the start of a new topic. Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate.
- Retell stories from religions (such as the Nativity) using Songbird.
- Access to word banks and sentence stems.
- Repeat or display key information
- Consider ways of supporting pupils' recall – e.g. use a digital camera to capture the stages of an activity or the sights of a visit for future reference. Images can also be used to build a visual or audio-visual record. Simple audio recording devices can replace the need for written notes during activities or visits.
- Using visual or concrete ('real') materials, or activities involving movement, to reinforce or consolidate learning through a range of sensory channels.
- Language used in religious texts may be difficult to understand and will need to be explained/ pre taught.

- Teach how a phrase or how language has been interpreted by believers prior to the lesson.
- Provide overview of any new stories or concepts on an uncluttered sheet
- Allow child to be seated close to the front when listening to an unfamiliar speaker
- Prepare pupils for visits to places of worship. Preparations can include photographs, videos, artefacts etc.
- Ensure that pupils are comfortable with how the ideas explored have been left, particularly if issues of personal belief have been discussed
- Pre-warn children about the different smells/ sounds there may be if they are visiting places of worship– create a map of smells and sounds and provide a 'get out' if the child becomes overwhelmed