









**Holmesdale Infant School**  
**Yearly Knowledge and Skills Progression**  
**Subject: RE**  
**Year group: 1**

**We have identified 5 BIG IDEAS that run through our RE curriculum. These are evident threads that run through the year groups**

**Beliefs, Diversity, Context, Ethics/Philosophy.**

These are highlighted throughout the maps.

<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<p style="text-align: center;"><u><b>Christianity</b></u>  <b>Why do Christians call God ‘creator’?</b></p>  <p>It is the intention of this unit to help children to understand that most Christians believe God created the world and that the Bible tells the overarching account of God’s creation and plan. Through their learning, they will explore how Christians aim to emulate God’s giving attitude as seen in creation throughout</p>	<p style="text-align: center;"><u><b>Christianity</b></u>  <b>What is the ‘Nativity’ and why is it important to Christians?</b></p>  <p>It is the intention of this unit to help children understand that for most Christians, Jesus was God’s Son, who was born in a stable in Bethlehem, and grew up to teach people about God. To learn this, children will be reminded of who God is (the creator), and that He is a caring/loving figure. This unit will keep children’s attention focused on Jesus as the most</p>	<p style="text-align: center;"><u><b>Judaism</b></u>  <b>What is the Torah and why is it important to Jewish people?</b></p>  <p>It is the intention of this unit to introduce pupils to the Torah as the special holy book for Jews, because it contains the words of God (*G_d), especially Ten Commandments that help them to live good lives. It also offers the opportunity for pupils to think about how rules make a difference to their lives and whether it’s important that</p>	<p style="text-align: center;"><u><b>Christianity</b></u>  <b>What do Christians learn from stories of Jesus?</b></p>  <p>It is the intention of this unit to explore how Jesus lived, highlighting that many of his experiences were the same as ours (human), whilst many others were exceptional (indicative of his holiness). During this unit, pupils should consider the experiences they share, and do not share, with Jesus, and the example Jesus set for Christians through</p>	<p style="text-align: center;"><u><b>Judaism.</b></u>  <b>Why do Jewish families celebrate the gift of Shabbat?</b></p>  <p>It is the intention of this unit to explore why rest might be important, and investigate the significance of Shabbat for most Jewish families as a time set apart from the rest of the week. It is also the 4th of the Ten Commandments.</p>	<p style="text-align: center;"><u><b>Thematic</b></u>  <b>Why should we look after the world?</b></p>  <p>It is the intention of this unit to help children to reflect on the natural world, what makes it precious and why and how we should care for it. Whilst the creation account (found in the Bible, 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,</p>

<p>life and also at special times. They will also consider how important love is for Christians: the love of God for humanity, the love of Christians for God, and the love of Christians for others. Pupils could also be given the opportunity to find out about the Jewish festival of Sukkot and explore links between this story and being thankful for the Harvest.</p>	<p>important person in the events and portrayal of the Nativity, and how this is a part of Christmas celebrations around the world.</p>	<p>rules are 'fair'. This unit would benefit from a visit (real or virtual) to a synagogue.</p>	<p>these. The concept of Jesus' dual nature (completely human – like us – and completely divine – like God, also known as the Hypostatic Union) is essential for learning in this unit, culminating in the juxtaposed experiences of Jesus' death (Human) and resurrection (God) over the Easter weekend</p>		<p>concern about environmental issues (as the world is our shared home), and also have beliefs about how the world came to be.</p>
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**Autumn 1**  
**Why do Christians call God 'creator'?**

<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To talk about their own emotions (regarding their special book), connecting them to those of Christians</li> <li>To know that most Christians believe that God loves to give</li> <li>To know the Creation account</li> <li>To know how the beliefs of Christians link to the event of creation and the events of Jesus' life</li> <li>To know that Harvest is a time to be thankful for food - (Harvest assembly)</li> <li>To talk about their own emotions in response to 'creation' and thankfulness with the emotions of those in the accounts explored</li> <li>To know that for most Christians, worship / giving is a response to who God is and what he has given</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To recognise and name features of religious, spiritual and moral stories and other forms of religious expression from different religions in different communities</li> <li>To explain what is important to them about festivals and why</li> </ul>
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<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Create – the act of making something</li> <li>Creation – something that is made; Christians believe that the world is God's creation</li> <li>Creator – a person who creates; Christians believe God is the Creator</li> <li>Provide – giving something that someone needs</li> </ul>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>I wonder what makes a book special?</li> <li>I wonder why God gave in creation?</li> <li>I wonder how God continues to give?</li> <li>I wonder how Christians can share God's creation?</li> </ul>
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- Share – giving to others
- Worship – giving your time and attention to something, often used to mean singing or praying to God.
- Donate – to give for free
- Food Bank – a place where people can go to be given food for free
- Thankful / Grateful – saying thank you or appreciating what someone has done for you
- Harvest – a time when people are grateful for the food that they have
- Sukkot – the Jewish festival of the harvest

- How does Harvest time help people to be thankful? I wonder what you are thankful for?
- I wonder how you think the Creation account makes Christians feel about the world?

### Expected outcomes

- To talk simply about core beliefs and concepts regarding God as a creator, and how this is seen in the Bible
- To use the vocabulary 'create / Creator / creation and/or thankful / grateful / worship' when they talk.
- To identify how the creation account and Jesus' miracles demonstrate some things that Christians believe.
- To talk about how saying thank you to God is part of worship for Christians
- To give examples of how Christians & other people put their beliefs into practice, such as celebrating and donating food at Harvest, caring for the world, and thanking God
- To notice what might be similar / different in the ways people give
- To respond to the world around them in a way that shows awe, sensitivity, gratitude and/or responsibility
- To talk about their own emotions and link to how others might be feeling e.g. in response to the natural world, in gratitude etc

## Autumn 2

### What is the 'Nativity' and why is it important to Christians?

#### Knowledge:

- To know that most Christians believe in Jesus as God's Son, born as a baby ('incarnation')
- To know that most Christians believe that Jesus is both human (like us & his mother Mary) and divine (like God, his Father)
- To know that there are different important 'characters' in the Nativity that are part of the Christmas story
- To know that the response of the people in the Nativity was to worship Jesus

#### Skills:

- To recognise and name features of religious, spiritual and moral stories and other forms of religious expression from different religions in different communities
- To explain what is important to them about festivals and why

- To know that for most Christians, Jesus is the most important element of the Nativity
- To know there are similarities and differences in the ways that Christians and other people around the world celebrate Christmas

### Vocabulary

- Nativity – the occasion of someone’s birth
- The Nativity – the occasion of Jesus’ birth Incarnation – (lit. in-carne = in flesh) the concept of God coming to earth as Jesus, God’s Son, who is both fully God and fully human.
- Angel – a messenger from God
- Wise men/Magi = Magi, (singular Magus), also called wise men, who made a journey by following a miraculous guiding star to Bethlehem, where they worshipped the infant Jesus as the king of the Jews
- Community – a group of people who share things in common (beliefs, location, support network, etc).
- Worship – giving your time and attention to something, often used to mean singing or praying to God.
- Worship was the response of the wise men when they saw Jesus

### Key Questions

- Who’s in your family? How are you like each other? How is our school like a family? (look at family/class photos)
- What is the ‘Nativity’? Who is Baby Jesus? Who is in his family?
- Why did angels announce the birth of Jesus?
- Why is the Nativity story so important to Christians?
- Is Christmas the same around the world? What about the Nativity?
- Who are the important people in the Nativity story to me?

### Expected outcomes

- To say that (for Christians) Jesus is God’s Son & was born as a baby
- To suggest how Jesus might be like us and/or like God
- To suggest what different symbols mean e.g. in Nativity paintings, figures etc.
- To say who the different figures are in the Nativity story (God, angels, Mary, Joseph, Jesus, shepherds, Magi/wise men, angels)
- To talk about how our school community is like a family and that we all have things in common with each other
- To talk about things that might be the same/different in the Nativity sets/pictures
- To suggest how we might be like those who are in our family/those around us
- To give a simple reason for a view that they have
- To respond sensitively and imaginatively to questions about their own and others’ ideas, experiences and feelings
- To show care for the special objects (e.g. Nativity sets / paintings) of others

## Spring 1

**What is the Torah and why is it important to Jewish people?**

<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know what it means to treat something with respect</li> <li>• To know that the Torah is the Jewish holy book and contains rules to help Jewish people to live good lives. These rules make life fair for everyone and help them to worship God.</li> <li>• To know that God's name is holy for Jewish people</li> <li>• To know that the Torah is a scroll and is written in Hebrew</li> <li>• To know that the way that the Torah is treated is linked with the Jewish belief that it contains the holy words of God</li> <li>• To know that the synagogue is the place where the Torah is kept and where Jewish people go to pray</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To make connections between the importance of the Bible to Christians and the Old Testament in Judaism.</li> <li>• To understand about the meaning of stories e.g. Parables</li> </ul>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Torah – lit. ‘the Law’, but also the name of the Holy book for Jews</li> <li>• Scroll – a long roll of paper</li> <li>• G_d – (In Judaism, it is convention that the name of God is written G_d, instead of the name of God in full.) God, the Creator of everything</li> <li>• Moses – one of the first leaders of the Jewish people, to whom God gave the Ten Commandments. There are stories about Moses in the Torah.</li> <li>• Ten Commandments – the ten rules given by God as a sign of the covenant promise he made with his people, the Jews</li> <li>• Mitzvot – the Hebrew word for rule or commandment</li> <li>• Synagogue – the building where Jewish people go to worship God</li> <li>• Ark – the special cupboard where the Torah is kept in the synagogue</li> <li>• Tallit – prayer shawl, worn over the shoulders, often by Jewish men</li> <li>• Kippot (kippah – plural) – lit. ‘dome’, a small dome-shaped hat, worn out of respect for God’s presence</li> <li>• Simchat Torah – (pron. ‘Sim-hat’) a joyful festival (‘rejoicing with the Torah’) marking the end of the yearly cycle of Torah readings.</li> </ul>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What are our special books – and why?</li> <li>• What makes this book (the Torah) special?</li> <li>• What’s inside this book that makes it special?</li> <li>• Where does the Torah ‘live’? How does this show it’s important?</li> <li>• What makes the Torah so important to Jewish people? How do they show this? Which things do you think shows how special the Torah is for the Jewish community? Which one do you think shows it the most? Do we all have the same idea?</li> <li>• How can we show others that the Torah is important?</li> </ul>
<p><b>Expected outcomes</b></p> <ul style="list-style-type: none"> <li>• To explain what it means to treat something with respect</li> <li>• To identify important rules in their own lives – and say why they are important</li> <li>• To suggest why the Torah might be valued by Jews talk about how Jewish people show respect for the Torah, using examples from pictures, videos or stories</li> <li>• To identify possible meanings for the commandments (rules) that God gave to Moses</li> </ul>	

- To identify some things that the Jewish community might learn from the Torah about how to live good lives, such as caring for / respecting other people

## Spring 2

### What do Christians learn from stories of Jesus?

#### Knowledge:

- To know key events of Jesus' life
- To know how Jesus' life and experiences share similarities with their own
- To know how Jesus' life and experiences were also very different from their own
- To know what most Christians believe was Jesus' plan and intention on earth [salvation]
- To know how most Christians try to live their lives following the example that Jesus set

#### Skills:

- To understand about the meaning of stories e.g. Parables

#### Vocabulary

- Jesus – believed by Christians to be the Son of God
- Christians – followers of Jesus
- divine – like God
- ordinary – an everyday event
- extraordinary – a very special event, the opposite of ordinary
- Salvation – the Christian belief that Jesus' death and resurrection have rescued Christians (from the effects of sin)
- lifetime – the length of a human life
- miracle – an event that is supernatural and can't be easily explained
- disciple – the special name for people who followed Jesus; Jesus had 12 disciples
- parable – a story with a hidden meaning, often told by Jesus to teach people something important
- community – a group of people who share a common purpose e.g. a school community

#### Key Questions

- I wonder what has happened in your life so far? What human experiences do we share?
- I wonder what happened in Jesus' lifetime? I wonder how Christians try to be like Jesus in their community?
- What do Christians learn from stories told by Jesus?
- What made Jesus 'ordinary' and 'extraordinary'? What's extraordinary about Easter?
- What do Christians learn from the stories of Jesus? How is Jesus human and divine?

#### Expected outcomes

Children are able to:

- To retell events from Jesus' life
- To recognise that Jesus' miracles raise puzzling questions
- To make links between Jesus' life and what Christians believe about him being human 'like us' and divine 'like God'

- To talk about making friends, and other things that make us human
- To identify with some parts of Jesus' life
- To suggest how Christians might try to be like Jesus in the way they treat others

### Summer 1

## Why do Jewish families celebrate the gift of Shabbat?

#### Knowledge:

- To know that rest from work is important for everyone
- To know that Shabbat is a time of rest and recalls how God rested on the seventh day after creation
- To know that Shabbat and the Friday night meal can be an important part of Jewish family life and can help Jewish families to feel closer to God
- To know that Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end

#### Skills:

- Recognise and name features of religious, spiritual and moral stories and other forms of religious expression from different religions in different communities
- Explain what is important to them about festivals and why

#### Vocabulary

- Rest – a break from work
- Weekend – the days that come at the end of the week, when there is no school!
- Shabbat – the day of rest for Jewish people
- Sabbath is another word people use
- Shalom – lit. 'peace' Jewish people wish each other 'Shabbat Shalom' on Shabbat
- Challah – special plaited bread for Shabbat, there are usually 2 loaves
- Havdalah – the ceremony which marks the end of Shabbat, on Saturday night
- Kippah – a small cap, often worn by Jewish men and boys
- Creation – the first story in the Torah, when God made the world (and rested on the 7th day)
- Spice box – a small box containing spices to help remember the sweet smell of Shabbat

#### Key questions

- What do we do in the week? What do we do at the weekend?
- Why could it be important for some Jewish families to do something different during Shabbat?
- What do some Jewish families do during the Friday night meal which marks the beginning of Shabbat?
- What do some Jewish families do during Shabbat and what could happen to mark the end of Shabbat?
- What objects might we use to help us to remember a special day? How could this time be seen as a gift?
- Why and how do Jewish families celebrate the whole of Shabbat?

#### Expected outcomes

- To identify similarities in what Christians, Jews and Muslims believe about caring for our world
- To retell religious, spiritual and moral stories
- To talk about how both religious and non-religious people share the belief that we should all care for the environment
- To talk about how different communities of people show care for our world identify how beliefs about caring for our world are turned into actions for

<p>different groups of people</p> <ul style="list-style-type: none"> <li>• To give a reason why our world is important to them, recognising that others may have different reasons</li> <li>• To give simple reasons for why our world is important to them, or how they are grateful for it</li> <li>• To respond sensitively and imaginatively to questions about caring for our world</li> <li>• To respond to questions about e.g. 'right'/'wrong', 'good'/'bad' in relation to how we should behave towards the world that we share</li> </ul>	
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**Summer 2**  
**Why should we look after the world?**

<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know what makes the world precious to you</li> <li>• To know which festivals celebrate the natural world - Tu B'Shvat (Jewish tree-planting festival)</li> <li>• To link to ideas from prior learning about creation</li> <li>• To understand how to care about the world from non-religious perspective – we all share our world</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To recognise and name features of religious, spiritual and moral stories and other forms of religious expression from different religions in different communities</li> <li>• To explain what is important to them about festivals and why</li> </ul>
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<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Human – relating to or characteristic of human beings.</li> <li>• Natural – not made or changed by humans</li> <li>• Environment – all things together that surround humans and animals in the natural world (air, water and land)</li> <li>• Preserve – to protect things from being hurt or harmed</li> <li>• Conserve – to keep safe from lost waste or destruction</li> <li>• Passion – a strong feeling or emotion</li> <li>• Responsibility – something for which someone has a duty</li> <li>• Gratitude – a way of feeling or thinking about something or someone that shows appreciation or that it's valued Thanksgiving – an act or expression of being thankful</li> <li>• Festival – a celebration that involves special activities</li> <li>• Tu B'Shevat – (pronounced Tu Bish-Vat) a Jewish birthday for trees (see background knowledge)</li> <li>• Qur'an – the most important book in Islam • Khalifah – name / title in Arabic which means leader or steward</li> </ul>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What makes the world precious?</li> <li>• Which festivals show us that we are grateful for the natural world?</li> <li>• What did people do or say in the past that shows care for the environment?</li> <li>• How can we care for the world we all share? (human, natural, animal)</li> <li>• How do Christians, Jews and Muslims try to copy God's love for the world?</li> <li>• Why and how should we care for the world?</li> </ul>
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**Expected outcomes**

- To identify similarities in what Christians, Jews and Muslims believe about caring for our world
- To retell religious, spiritual and moral stories
- To talk about how both religious and non-religious people share the belief that we should all care for the environment
- To talk about how different communities of people show care for our world
- To identify how beliefs about caring for our world are turned into actions for different groups of people
- To give a reason why our world is important to them, recognising that others may have different reasons
- To give simple reasons for why our world is important to them, or how they are grateful for it
- To respond sensitively and imaginatively to questions about caring for our world
- To respond to questions about e.g. 'right'/'wrong', 'good'/'bad' in relation to how we should behave towards the world that we share

**How can we enrich this at Holmesdale?**

- Ask people to come and read a story to the class

**End points – by the end of year 1 (GDBE):**

- To understand that most Christians believe God created the world and that the Bible tells the overarching account of God's creation and plan.
- To understand that for most Christians, Jesus was God's Son, who was born in a stable in Bethlehem, and grew up to teach people about God.
- To explore how Jesus lived, highlighting that many of his experiences were the same as ours (human), whilst many others were exceptional (indicative of his holiness)
- To introduce pupils to the Torah as the special holy book for Jews, because it contains the words of God (\*G\_d), especially Ten Commandments that help them to live good lives.

- To understand why rest might be important, and investigate the significance of Shabbat for most Jewish families as a time set apart from the rest of the week. It is also the 4th of the Ten Commandments.
- To explore how stories are important to people of different faiths and beliefs as a way of expressing meaning, ideas about the beginnings of the world, sharing morals and providing comfort in challenging times or answers to difficult questions.
- To reflect on the natural world, what makes it precious and why and how we should care for it.