

<p>Year 1 National Curriculum objectives: In this unit, children will be taught to:</p>	
<p>Year 1 Areas of study:</p> <ul style="list-style-type: none"> • Christianity. • Islam. • Places of worship – Christianity & Judaism. 	<p>God: What do people believe about God?</p> <ul style="list-style-type: none"> • To know what Christians learn and understand about God through Old Testament Bible stories e.g. Moses, Abraham, Jonah, etc. • To know what stories in the New Testament tell Christians about Jesus. • To know how Allah is described in the Qur’an. • To know what Muslims learn about Allah and their faith through the Qur’an.
<p>Community, worship and celebrations: How do people express their religion and beliefs?</p> <ul style="list-style-type: none"> • To know how Christians express their beliefs. • To know which celebrations are important to Christians. • To know what the key practices associated with these celebrations are and what they tell us about beliefs about God, humans and the world. • To know how Muslims express their beliefs. • To know which celebrations are important to Muslims. 	<p>Places of worship (Additional Unit): Believing, Living, Thinking Choose three key objects, features or symbols and look at: - To know what they tell us about beliefs about God/humans/the world around them. - To know how they are used in practice – i.e. what impact they have on the community. Must include at least one religion/worldview other than Christianity and Islam – Judaism.</p>
<p>RE Specific knowledge:</p> <p>Christianity - • Christian belief in one God who has created the world. • Christian belief that this creation was spoiled when the first humans made a decision that had bad consequences. • 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: (Genesis 1, Jonah). • Christian beliefs about God and how they are explored in stories from the New Testament: the incarnation – ‘God in the flesh’, parables of the Good Samaritan, Lost Son, Lost Sheep, etc., 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.), the crucifixion and resurrection narratives, the Kingdom of God. • Church – the community of believers, not just the building; people committed to following Jesus’ teachings and example, and committed to bringing about the Kingdom of God by getting rid of suffering. • Practices that take place in Christian communities: o Prayer: speaking and listening to God. o Worship: investigate different styles of worship in Christianity, e.g. Quaker, Catholic, Orthodox, Anglican, Evangelical, Pentecostal. o Baptism: entry into the community of Christians; different types of baptism; connections with the story of Jesus’ baptism (e.g. Matthew 3:13-17) • Key festivals: Christmas, Easter, Pentecost – the story that lies at the heart of each festival, the key practices associated with the festivals and the beliefs that underpin them: o Christmas: beliefs about God becoming human (incarnation), the idea of Jesus being a gift; key practices associated with Christmas for Christians and how they relate to beliefs about God/Jesus.</p> <p>Islam - • One God [Allah] (tawhid), who created the universe in harmony. • Allah created human beings to help keep the universe in harmony. • Allah provided a straight path (shariah) to help keep the universe in harmony. • Allah provided guidance to help humans follow the straight path (Qur’an, prophets, natural world). • The 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God). • The Qur’an is the holy book of Islam; the words of Allah, providing guidance for human beings. • The Prophet Muhammad – the final prophet, straight path. • The ‘Night of Power’. • Worship (ibadah) – prayer five times a day, always includes saying the statement of belief (shahadah), all Muslims pray facing Makkah, washing (wudu) • Key objects associated with prayer. • Studying the Qur’an. • Festivals: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim’s test of faith) – key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings.</p> <p>Places of worship - Christianity: Candle: symbol of Jesus, the light of the world; bringing light into darkness, symbolising goodness/hope in dark times; lit as a form of prayer: prayer = speaking and listening to God – saying, ‘God, you’re awesome’, thank you, sorry, please; lit as a way of remembering someone/something. • Font: key feature of baptism (Matthew 3:13-17), God as Trinity, key elements of a baptism service. • Altar: table upon which the shared meal of Holy Community (Mass/Eucharist/Lord’s Supper) takes place; symbolises the Last Supper; links with Christian beliefs about God and salvation; bread and wine symbolising the body and blood of Jesus; paten and chalice (containers for bread and wine); candles; Bible; different ways in which Holy Communion is celebrated by different Christian denominations. Judaism: • Torah scroll: contains the story of the people of Israel, use of the Torah scroll during worship in the synagogue and way in which it is respected. • Yad: a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it directly. • Ner Tamid: the everlasting light. • Tallit: the prayer shawl worn by Jewish people during worship.</p>	

<p>Year 2 National Curriculum objectives: In this unit, children will be taught to:</p>	
<p>Year 2 Areas of study:</p> <ul style="list-style-type: none"> • Christianity. • Islam. • Thankfulness – Christianity & Judaism. 	<p>Being Human: How does faith and belief affect the way people live their lives?</p> <ul style="list-style-type: none"> • To know what the Qur’an says about how Muslims should treat others and live their lives. • To know how Muslim faith and beliefs can be seen in the actions of inspirational Muslims. • To know what the Bible says about how Christians should treat others and live their lives. • To know how can Christian faith and beliefs can be seen in the actions of inspirational Christians.
<p>Life journey, rites of passage: How do people mark important events in life?</p> <ul style="list-style-type: none"> • To know what Muslims do to celebrate birth. • To know what it means and why it matters to belong in Islam. • To know what Christians do to celebrate birth. • To know what it means and why it matters to belong in Christianity. 	<p>Thankfulness (Additional Unit): Believing, Living, Thinking</p> <ul style="list-style-type: none"> • To know about religious and non-religious beliefs that show thankfulness and gratitude. E.g. examples of religious festivals/practices that focus on saying thank you – Sukkot and Harvest.
<p>RE Specific knowledge:</p> <p>Christianity - • Christian belief that humans are created by God in his image (Genesis 1:26-27). • Christian belief that humans are created to look after God’s creation. • Christian belief that humans should love God and love their neighbour as themselves (Mark 12:30-31). • Examples of this in the Gospels, e.g. the parable of the Good Samaritan, Lost Son, Lost Sheep (see also God - Christianity). • Examples of people who live like this, e.g. Mary (Luke 1:46-55), Peter, Paul. • The importance of belonging – different ways in which people belong; reasons why it is helpful to belong, some of the challenges of belonging (or not feeling like you belong) Ways in which Christians mark a sense of belonging: o Baptism – different types of baptism, key features, links with Jesus’ baptism, what this tells us Christians think God is like, etc.; also known as christening o Service of thanksgiving (for families that want their children to choose whether to be baptised or not for themselves). • The role of the church community in creating a sense of belonging – examples of all-age worship (e.g. Messy Church), engagement with the wider local community (e.g. foodbanks, street pastors).</p> <p>Islam - • Imam (faith) – shahadah (statement of faith) – ‘there is no God but God, and Muhammad is his prophet’; one of the Five Pillars of Islam; used as a key part of Muslim prayer; connection with belief in the oneness of God (tawhid) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path [shariah] that will help keep the universe in harmony. • Akhlaq (character, moral conduct) – making good choices, that is, choices that will keep creation in harmony, as God intended • The importance of serving others and showing compassion, e.g. zakat (charitable gifts – 2.5% of disposable income annually) – helping address disharmony in the world, that is, some have more than they need, others don’t have enough. • Stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) – how to care for others and make sure the world is a fair, just and harmonious place. • The importance of community (ummah) in Islam; belonging to one community of Muslims worldwide – all Muslims working together in harmony to follow the straight path (shariah). • Celebrating a new member of the Muslim community (ummah) – the birth of a baby as a blessing, something that Muslims give thanks for. • The act of whispering the call to prayer (adhaan) into the baby’s ear just after they have been born – this reminds them to worship the one God; then the baby is given a taste of something sweet. • The aqiqah ceremony at 7 days old: mentioned by Muhammad in a collection of his sayings and teachings (Hadith). • Traditionally, Muslims give a gift of food to the poor as part of the aqiqah ceremony (to help bring about harmony in the world – to rebalance those who have more than they need and those who do not have enough). • Some Muslims shave the baby’s hair at this time as well; the hair is weighed and this weight in silver is given to the poor. • Babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures.</p> <p>Thankfulness: Christianity: Harvest festival – saying thank you for the harvest; connect with beliefs about God as creator and human beings as stewards; explore different ways in which Christians around the world celebrate harvest; explore the painting Dalit Madonna (Jyoti Sahi), which shows Mary and baby Jesus and is full of imagery of harvest time; make connections with the gifts of the created world (fruit, vegetables, flowers, etc.) and the gift of Jesus. Judaism: key beliefs: in one God, the covenants (a series of contracts between God and his chosen people that ties them together in relationship), the mitzvot (commandments), Sukkot – the festival of the booths; it remembers the time when God’s chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt and God protected them by providing food and shelter.</p>	