Religious Education Learning Sequence Document – Year 1/2 – 2021/2022

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry question	Who do Christians say made the world?	What do Christians believe God is like?	Who is Jewish and how do they live?	What does it mean to belong to a faith community?	How do Jewish people celebrate special times?	How should we care for others and the world and why does it matter?
Sequence of learning:	1-Explore the idea that created things have a creator. 2-God the creator. 3-Thanking God/ prayers. 4-Harvest 5-If there was a creator of the world, what would you ask?	1-The story of the lost son- being loving and giving. 2-Forgiveness- Link to school and how forgiveness is shown. 3-What is it like to forgive/ be forgiven? 4-4 types of prayer- praise, saying sorry, saying thank you and asking for something. Link to Lost son story. 5-What do Christians believe God is like?	1-Special items- which objects are special to you, special Jewish objects. 2-Jewish beliefs about Goad as expressed in the Shema. 3-Mezuzah- What is it? How is it used? 4-Jewish stories- The call of Samuel/ David and Goliath.	1-Belonging- symbols of belonging and what they mean- Christian and Muslim. 2-Everyone is valuable- The story of the lost sheep + Muslim teaching. 3-Baptism and dedication actions and symbols. Compare with Jewish welcoming ceremony- naming ceremony for girls. 4- Wedding ceremonies- Christian and Jewish. 5-Belonging to a community religious or no religious (school/ local community)	1-Shabbat- What happens in a Jewish home? 2-Sukkot- read the story and find out about the celebration. 3-Chanukah-Read the story and find out about the celebration. 4-What is the value and importance of celebration and remembrance?	1-Being unique and important- Psalm 8 teachings. 2-Friendship- The good Samaritan- describing friend's skills and qualities. 3-Serving others- religious or ethical beliefs- Mother Teresa/ water aid. 4-Caring for the world. 5-Thank you event for school staff.
Learning outcomes:	**Make sense of belief:** • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world **Understand the impact:** • Give at least one example of what Christians do to say 'thank you' to God for Creation **Make connections:** • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in	**Make sense of belief:** • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians **Understand the impact:** • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) **Make connections:** • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.	**Make sense of belief:** • Recognise the words of the Shema as a Jewish prayer. **Understand the impact:** • Make links between Jewish ideas of God found in the stories and how people live **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	**Make sense of beliefs:** • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people **Understand the impact:** • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) **Make connections:** • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	**Make sense of belief:** • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like **Understand the impact:** • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	**Make sense of belief:** • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world **Understand the impact:** • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world **Make connections:** • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
Vocabulary:	Creator God World Earth	God Forgiveness Prayer Christians	Jewish Judaism Shema Prayer	Christian Muslim Jewish Ceremony	Jewish Judaism Celebrations Sukkot	Unique Valuable Serving others World

	Bible	Parables	Mezuzah	Celebrate	Chanukah	God
	Genesis 1	Bible	Home	Wedding	Shabbat	Christians
	Christians	Praise	Torah	Community	Symbols	Caring
	Prayers	Thanks	Star of David	Faith	Traditions	Friends
	Praise		Challah bread	Religion	Religion	Bible
	Thanks		Kippah	Baptism	Stories	Mother Teresa
	Harvest		Candlesticks	Dedication	Thanking	Charities
	Celebrations		Precious	Brit bat (naming ceremony)	Praising	Creation
	Create		God	Symbols	Prayer	Differences
	Beliefs		Tenakh	Differences	Celebrate	Similarities
				Church		
				Synagogue		