RE year group overview – year 1

RE Intent: At Slade Primary School, our Religious Education (RE) curriculum is designed to foster understanding, respect, and empathy in a diverse and multi-faith society. With inclusivity at the heart of our curriculum, we aim to provide high-quality, balanced RE that explores a range of religious and non-religious worldviews, helping children to develop their own beliefs and values in a safe, respectful environment.

Key Concept and Unit of work	Key objectives	End Point
God **Who do Christians say made the world?**	• To retell the story of creation from Genesis 1:1–2.3 simply. • To recognise that 'Creation' is the beginning of the 'big story' of the Bible. • To say what the story tells Christians about God, Creation and the world. • To give at least one example of what Christians do to say thank you to God for Creation. • To think, talk and ask questions about living in an amazing world • To give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.	I can explain how some Christians believe different things about creation.
God **What do Christians believe God is like?**	• To identify what a parable is. • To 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. • To 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) • To give a reason for the ideas they have and the connections they make.	I can describe some key parables and stories from the bible that help Christians to learn about the nature of God.
Jesus **Why does Christmas matter to Christians?**	• To define the terms secular and religious. • To describe the key details in the Christmas story. • To explain the different ways that Christmas is celebrated. • To identify which traditions are secular and which ones are religious. • To explore how religious artwork can help Christians celebrate the key events.	I can describe how Christmas is celebrated today considering which traditions are secular and which are religious.
Judaism **Who is Jewish and how do they live?**	• To give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • To make links between Jewish ideas of God found in the stories and how people live. • To give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)	I can talk about ways of life, the Torah and key celebrations for Jewish people.

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Thematic **What does it mean to belong to a faith community?**	• To recognise that loving others is important in lots of communities. • To state simply what Jesus and one other religious leader taught about loving other people. • To give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremonies. • Identify at least two ways people show they love each other and belong to each other when they get married. • To discuss what they think is good about being in a community.	I can explain what it means to belong to a faith community.
Thematic How should we care for the world and for others, and why does it matter?	• To identify a story or text that explores being unique and valuable • To give an example of a key belief in the stories (e.g. that God loves all people) • To give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. • To give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	I can think carefully about different ways in which Jews and Christians might care for people in the world.

Disciplinary Knowledge

Substantive Knowledge