

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Subject: Religious Education	Year group: Year 1	Topic: God	Unit Key Question: 1.7 Who is Jewish and how do they live? (part 1)
Prior knowledge required: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.		Vocabulary: mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah, Sukkot, Chanukah, Shema	
<p>Programme of Study</p> <p>What do pupils gain from RE at this key stage? Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.</p> <p>RE teaching and learning should enable pupils to ...</p> <p>A. make sense of a range of religious and nonreligious beliefs</p> <p>B. understand the impact and significance of religious and nonreligious beliefs</p> <p>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p> <p>End of key stage outcomes RE should enable pupils to:</p> <ul style="list-style-type: none"> • identify the core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into action • think, talk and ask questions about whether the ideas they have been studying have something to say to them • give a good reason for the views they have and the connections they make <p>These general outcomes are related to specific content within the unit outlines on pp.43-52.</p>			

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Implementation:	Impact - Lesson Sequence:	Evaluations and assessments:
<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) 		<p>I am learning to ...</p>

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<p>Make connections:</p> <ul style="list-style-type: none">• 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.		
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