*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: What do Christians believe God is like? |
|---|---|---|---|
| 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: Christians, God, Bible, Parable, Praise, love, forgive, care, church, pray, generous | |

Programme of Study

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.

RE teaching and learning should enable pupils to …
A. make sense of a range of religious and nonreligious beliefs
B. understand the impact and significance of religious and nonreligious beliefs
C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied

End of key stage outcomes
RE should enable pupils to:
• 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
These general outcomes are related to specific content within the unit outlines on pp.43-52.

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| Implementation: | Impact - Lesson Sequence: | Evaluations and assessments: |
|---|---|---|
| Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:<br><br>Make sense of belief:<br>• Identify what a parable is<br>• 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<br>• Give clear, simple accounts of what the story means to Christians<br><br>Understand the impact:<br>• 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)<br>• Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)<br><br>Make connections:<br>• Think, talk and ask questions about whether they can learn | | I am learning to … |

| | | |
|---|---|---|
| anything from the story for themselves, exploring different ideas<br>• Give a reason for the ideas they have and the connections they make. | | |