

**Subject Religious Education– Year 1 - Autumn Term 1 MTP**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>1.3 The power to make a difference. What can we learn from stories and prayers of Jesus?</b></p> <p>KEY AIMS ADDRESSED BY THIS UNIT</p> <p>This unit enables pupils to examine:</p> <p>A. Know about and understand a range of religions and worldviews, so that they can describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</p>	1	<p><u>1.3 Who is a powerful person?</u></p> <ul style="list-style-type: none"> <li>• Become aware that people have different kinds and qualities of power.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils can show understanding that people have powers.</li> <li>• Many pupils can talk about different kinds of powers that people may have and use.</li> <li>• Some pupils can express opinions about people’s use of their powers</li> </ul>
	2	<p><u>1.3 What is the Lord’s Prayer and what does it mean?</u></p> <ul style="list-style-type: none"> <li>• Know that Jesus taught others how to pray.</li> <li>• Know that the Lord’s Prayer is an important Christian prayer, used by millions.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils can listen to a prayer and know that it is important</li> <li>• Many pupils can identify the Lord’s Prayer as a special prayer for Christians.</li> <li>• Some pupils can ask ‘big’ questions and give thoughtful answers about the meaning of the prayer.</li> </ul>
	3	<p><u>1.3 What does the Lord’s prayer mean?</u></p> <ul style="list-style-type: none"> <li>• Reflect on the meaning of the Lord’s Prayer through speaking, listening and creative work.</li> <li>• Consider whether praying is a powerful activity</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils can select/ create an image to accompany the Lord’s prayer.</li> <li>• Many pupils can be able to select/ create at least three well chosen images to accompany the prayer.</li> </ul>

<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</p>			<ul style="list-style-type: none"> <li>Some pupils can respond thoughtfully to the task of matching music and images to the phrases of the Lord's Prayer. They will recognise the Christian idea that praying can be powerful by giving an example</li> </ul>
	4	<p><u>1.3 Did Jesus find power through prayer?</u></p> <ul style="list-style-type: none"> <li>Begin to understand that Christians believe Jesus used the power gained from prayer to help him follow God's path.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils can listen attentively to at least one story about Jesus praying.</li> <li>Many pupils can recognise why Jesus prayed.</li> <li>Some pupils can identify why Jesus prayed and suggest why others may pray.</li> </ul>
	5	<p><u>1.3 What did Jesus do with his powers?</u></p> <ul style="list-style-type: none"> <li>Describe the story of Jesus and the Ten Lepers</li> <li>Consider thoughtfully the ideas of power and prayer in the story</li> </ul>	<ul style="list-style-type: none"> <li>All pupils can listen to a religious story and understand that it carries meaning.</li> <li>Many pupils can recall and talk about at least three parts of a religious story.</li> <li>Some pupils can independently describe how Jesus used his power to help</li> </ul>

**Subject Religious Education– Year 1 - Autumn Term 2 MTP**

National Curriculum	Week	NC - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>1.3 The power to make a difference. What can we learn from stories and prayers of Jesus?</b></p> <p>KEY AIMS ADDRESSED BY THIS UNIT</p> <p>This unit enables pupils to examine:</p> <p>A. Know about and understand a range of religions and worldviews, so that they can describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</p>	1	<p><u>1.3 What are my powers? What are my ideas about prayer?</u></p> <ul style="list-style-type: none"> <li>Develop awareness that Christians believe prayer is a source of power from God.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils can talk about at least one way of praying.</li> <li>Many pupils can recognise that prayer is a way in which people talk to God and use their understanding to compose some good words (or pictures) for prayer.</li> <li>Some pupils can identify and discuss a range of ways in which Christians pray and use their understanding of the purposes of prayer to compose some appropriate words of prayer</li> </ul>
	2	<p><u>1.3 What are my powers? What are my ideas about prayer?</u></p> <ul style="list-style-type: none"> <li>Reflect on their powers and how they might use them.</li> <li>Consider ideas about praying thoughtfully for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils can reflect on their own powers.</li> <li>Many pupils can notice how people sometimes change.</li> <li>Some pupils can reflect thoughtfully on how and why people might change.</li> </ul>
	3	<p><u>1.4 Thinking about mysteries. What do we do if we don’t know? What questions would you put in a mystery box? Travelling to find an answer</u></p> <ul style="list-style-type: none"> <li>Learn that sometimes puzzles and mysteries are interesting even if we ‘don’t know’.</li> <li>Think about what is a mystery. Suggest items to be put into a ‘mystery box</li> </ul>	<ul style="list-style-type: none"> <li>All pupils join in an activity that unravels a mystery.</li> <li>Many pupils communicate verbally simple reactions to a puzzling picture.</li> <li>Some pupils make up some questions to ask the artist, and decide if they are ‘big questions’</li> </ul>

<p><b>1.4 I Wonder... Questions that puzzle us Year 1</b></p> <p>In terms of RE's aims, this unit enables pupils to:</p> <p>A. Know and understand more about what makes something puzzling or mysterious</p> <p>B. Express and communicate ideas and thoughts about puzzling questions and their answers</p> <p>C. Gain and use the skills they need for RE, including identifying some puzzles and mysteries, noticing how it feels to wonder, ask and respond sensitively to 'big questions', identify which questions are 'big questions'</p>	4	<p><u>1.4 What are the most puzzling questions we can think of? Who can help us answer puzzling questions?</u></p> <ul style="list-style-type: none"> <li>Learn that some questions are puzzling or interesting even when we don't know the answer.</li> <li>Think about the idea of 'big questions'</li> <li>Choose some questions they think are bigger than others</li> </ul>	<ul style="list-style-type: none"> <li>All children show understanding that people can find things puzzling</li> <li>Many children can identify big questions</li> <li>Some children can ask 3 puzzling questions independently</li> </ul>
	5	<p><u>1.4 What questions would you like to ask the person who knows everything? What are the biggest, most huge, giant questions you can think of?</u></p> <ul style="list-style-type: none"> <li>To think about the questions they would like to ask God, or the person who knows everything.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils respond sensitively to the ideas and questions of other children.</li> <li>Many pupils recognise a Christian belief, e.g. in God, in Jesus, that G-d knows everything.</li> <li>Some pupils ask puzzling questions of my own including some about G-d.</li> </ul>
	6	<p><u>Christmas Carol service/Art cross-curricular link</u></p> <p>Children are a piece of art work inspired by the Christmas story and or St. Mary's church for the annual carol service.</p>	<p>Please use age related Art objectives.</p>
	7	<p><u>Christmas Carol service/ English cross-curricular link</u></p> <p>Children are to write a recount of the visit to St. Mary's church for the annual carol service.</p>	<p>Please use age related Writing objectives.</p>

**Subject Religious Education– Year 1 - Spring Term 1 MTP**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>1.4 I Wonder... Questions that puzzle us Year 1</b></p> <p>In terms of RE’s aims, this unit enables pupils to:</p> <p>A. Know and understand more about what makes something puzzling or mysterious</p> <p>B. Express and communicate ideas and thoughts about puzzling questions and their answers</p>	<p>1</p>	<p><u>1.4 What would you like to ask God if you could have one question? Why did you choose that one? I wonder... What are your favourite questions of wonder?</u></p> <ul style="list-style-type: none"> <li>▪ Children choose between different puzzles and mysteries.</li> <li>▪ They learn to select the ‘biggest mystery’ from several examples.</li> <li>▪ They talk about puzzles and mysteries in the setting of RE.</li> <li>▪ They learn that religious people can answer a mystery with a belief.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils can make a response to at least 1 big question.</li> <li>▪ Many pupils can select an appropriate ‘big question’ and talk about it thoughtfully.</li> <li>▪ Some pupils can suggest insightful answers about ‘big questions’ and respond thoughtfully to the answers of others</li> </ul>
<p>C. Gain and use the skills they need for RE, including identifying some puzzles and mysteries, noticing how it feels to wonder, ask and respond sensitively to ‘big questions’, identify which questions are ‘big questions’</p>	<p>2</p>	<p><u>1.4 Asking puzzling questions about a religious story: How did Jesus help people? What does the story tell us about Christians and about Jesus?</u></p>	<ul style="list-style-type: none"> <li>▪ All pupils listen to a story from a religion and respond with relevant questions, comments and actions.</li> </ul>

<p><b>1.5 How can we find out about a Christian belief? Talking about God</b></p> <p>A. Pupils have opportunities to consider the concept of God</p> <p>B. Pupils have opportunities to consider a diverse range of views about the characteristics of God from the study of Christianity with some reference to other faith traditions</p>		<ul style="list-style-type: none"> <li>▪ Learn that religions sometimes answer puzzling questions with a story.</li> <li>▪ Learn that a story can make us think about puzzling questions.</li> <li>▪ Consider why Christians think Jesus was a healer, and cared for everyone.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many pupils recognise that religious beliefs can be used by some people to answer puzzling questions.</li> <li>▪ Some pupils can accurately retell a story from a religious tradition and can suggest a suitable meaning for it.</li> </ul>
	<p><b>3</b></p>	<p><u>1.4 How do people’s beliefs make a difference to what they do?</u></p> <ul style="list-style-type: none"> <li>▪ Learn that for Christians (or members of another religion) some objects show what they believe.</li> <li>▪ Learn that an object can answer a question sometimes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils realise that religious artefacts and places are significant.</li> <li>▪ Many pupils start to talk about questions such as: what makes life happy? Who do I care for and who cares for me? What do I believe? Does God have all the answers?</li> <li>▪ Some pupils make connections between a religious community, its objects and the beliefs that go with them.</li> </ul>
	<p><b>4</b></p>	<p><u>1.4 What were our best ‘big questions’ in these RE lessons? What is a mystery? What do we believe? What good answers have we discovered?</u></p> <ul style="list-style-type: none"> <li>▪ Children suggest answers to big questions They learn to</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils can make a response to at least 1 big question/</li> <li>▪ Most pupils can talk about at least 3 puzzling questions and notice what is</li> </ul>

		<p>talk increasingly deeply about puzzles and beliefs.</p> <ul style="list-style-type: none"> <li>▪ They use their imagination to ask questions and suggest answers.</li> <li>▪ They make simple links to what Christians think about big questions</li> </ul>	<p>of concern to themselves and to others.</p> <ul style="list-style-type: none"> <li>▪ Some pupils can respond sensitively to a range of questions, independently showing their own opinions. They are understanding of the responses of others.</li> </ul>
	<p>5</p>	<p><b><u>1.5 Can we see everything?</u></b>          To show understanding of belief in things that cannot be seen To consider for themselves what they know and understand about God</p>	<ul style="list-style-type: none"> <li>▪ All pupils can talk about experiencing something that they can't see</li> <li>▪ Many pupils can talk about their understanding of God</li> <li>▪ Some pupils can talk about their understanding of God, linking it to their understanding of believing without seeing.</li> </ul>

**Subject Religious Education– Year 1 - Spring Term 2 MTP**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>1.5 How can we find out about a Christian belief? Talking about God</b></p> <p>A. Pupils have opportunities to consider the concept of God</p> <p>B. Pupils have opportunities to consider a diverse range of views about the characteristics of God from the study of Christianity with some reference to other faith traditions</p>	1	<p><u>1.5 What do I think about God?</u></p> <ul style="list-style-type: none"> <li>▪ Show awareness of the possibility of ‘seeing’ with an inner eye.</li> <li>▪ Be aware that not everyone sees things in the same way</li> <li>▪ Begin to express their own reactions and ideas about ‘God’</li> <li>▪ Begin to show awareness that different people ‘see’ God in different way</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils can experience ‘seeing’ things in different ways to others.</li> <li>▪ Many children can express something of what they think God might be like.</li> <li>▪ Some children can express something of what they think God might be like and give opinions about whether they agree or disagree with others’ ideas.</li> </ul>
	2	<p><u>1.5 What do Christians say God is like?</u></p> <ul style="list-style-type: none"> <li>▪ To know what Christians think about God</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils can identify one way in which Christians ‘see’ God</li> <li>▪ Many pupils can talk about one or more characteristics of God as Christians understand them</li> <li>▪ Some pupils can identify and talk about two ways in which Christians describe what God is like</li> </ul>

	3	<p>1.5 <u>What do Christians mean by 'Trinity'? How can God be three and one?</u></p> <ul style="list-style-type: none"> <li>▪ To understand the Christian belief of God as three in one</li> <li>To reflect on their lives and the relationships they have</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils can enter a discussion about how a person can be seen in 2 or more ways.</li> <li>▪ Many pupils can show awareness of Trinity by expressing some images of '3 in 1' and show some understanding of the concept through discussion</li> </ul>
	4	<p>1.5 <u>How do Christians believe they can talk with God?</u></p> <ul style="list-style-type: none"> <li>▪ To know some of the artefacts religious people might use when they to talk to God</li> <li>▪ To understand that prayer is a way religious believers can communicate with God</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils can handle religious artefacts sensitively and know that some are linked with praying.</li> <li>▪ Many pupils can recognise that prayer is a way in which people talk to God and talk about how specific artefacts are used to help people pray.</li> <li>▪ Some pupils can ask good questions about prayer during their visit to a religious building and respond sensitively to the answers.</li> </ul>
	5	<p>1.5 <u>What have we learned in this unit of RE?</u></p> <ul style="list-style-type: none"> <li>▪ To express ideas and questions more deeply as a result of thinking about God and prayer.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils can say one thing about God</li> <li>▪ Many pupils can talk about some questions and ideas about God and prayer that they have thought of</li> <li>▪ Some pupils can independently respond sensitively to other children's questions</li> </ul>

		<ul style="list-style-type: none"> <li>To be able to respond sensitively to Christian ideas about God and prayer.</li> </ul>	
	6	<p><u>Easter service/Art cross-curricular link</u></p> <p>Children are a piece of art work inspired by the Easter story and or St. Mary's church for the annual Easter service.</p>	Please use age related Art objectives.
	7	<p><u>Easter service/ English cross-curricular link</u></p> <p>Children are to write a recount of the visit to St. Mary's church for the annual Easter service.</p>	Please use age related Writing objectives.

**Subject Religious Education– Year 1 - Summer Term 1 MTP**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>1.6 Beginning to learn about Sikh people: • symbols • stories • sharing</b></p> <p>The unit will provide these opportunities:</p> <ul style="list-style-type: none"> <li>▪ Pupils have opportunities to consider the concept of sharing and the way a story can make a difference to a person’s behaviour</li> <li>▪ From the study of Sikh objects and ideas, children can reflect on their own lives and thoughts</li> </ul>	<p><b>1-2</b></p>	<p><u>1.6 What objects are special for Sikh people?</u></p> <p>(This should be taught over two lessons)</p> <ul style="list-style-type: none"> <li>▪ Pupils will learn: To handle and ask questions about some Sikh artefacts</li> <li>▪ To think and talk about the meanings of holy objects from Sikh life</li> <li>▪ To know and understand Sikh belief about symbols of identity and what they represent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils can: All pupils can name at least one symbol they are aware of or know from their daily lives</li> <li>▪ Many pupils can name some Sikh artefacts and / or symbols</li> <li>▪ Some pupils can suggest a meaning to an artefact</li> </ul>
	<p><b>3-4</b></p>	<p><u>1.6 What stories do Sikh people love to remember?</u></p> <p>(This should be taught over two lessons)</p>	<ul style="list-style-type: none"> <li>▪ All pupils can listen attentively to at least one story about a Guru</li> <li>▪ Many pupils can Identify and recall a Sikh story</li> </ul>

		<ul style="list-style-type: none"> <li>▪ To listen to and talk about stories of the gurus from Sikh faith</li> <li>▪ To think about how a story can express a value, such as generosity or sharing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some pupils can retell a Sikh story and talk sensitively about the values that can be found i</li> </ul>
	5	<p><u>1.6 What can we learn from the story of Dunning Chand and the needle? What does the story mean? How can we explore the story?</u></p> <ul style="list-style-type: none"> <li>▪ To explore a story in depth and respond to it thoughtfully</li> <li>▪ To retell a story with drama in a group To develop their own ideas about values from a Sikh story.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils can talk about being kind in response to the story</li> <li>▪ Many pupils can recall the story and talk about what sort of person Dunning Chand was in the story</li> <li>▪ Some pupils can retell the story in drama and respond with lots of ideas of their own about how to be generous</li> </ul>


**Subject Religious Education– Year 1 - Summer Term 2 MTP**

National Curriculum	Week	SACRE - Coverage	Skills Taught
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	<p><b>3</b></p>	<p><u>1.6 What values do Sikhs think are more important than money? Why? What values make people happy?</u></p> <ul style="list-style-type: none"> <li>▪ Appreciate what Sikhism teaches about following God and the effect this has on Sikh lifestyles and values.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils can identify some values</li> <li>▪ Many pupils can notice some Sikh values and some of their own values</li> <li>▪ Some pupils can talk sensitively about the values that can be found in Sikhism, linking them to Sikh stories and symbols</li> </ul>

		symbols of identity and what they represent.	
	4	<p><u>1.6 What have we learned from the Sikhs about stories, symbols and changes?</u></p> <ul style="list-style-type: none"> <li>Engage with the ideas and learning in this unit for themselves by reflecting on stories, sharing and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils can identify something about Sikhism or Sikh values to include on their image.</li> <li>Many pupils can recall 3 things linked with Sikhism and talk about them. (Sikh values can be included here)</li> <li>Some pupils can clearly talk about at least 3 things linked with Sikhism, showing an ability to retell stories and understand meanings of stories and symbols. They can recognise and talk about Sikh values</li> </ul>
	5	<p><u>Unit 1.5 /Art cross-curricular link</u></p> <p>Children are a piece of art work inspired by one of the places of worship studied this unit</p>	<ul style="list-style-type: none"> <li>Please use age related Art objectives.</li> </ul>
