

**Ashwell Primary School**  
**Religious Education Curriculum**  
**Year 1: Autumn – Christianity & Islam**



**Autumn Term Units: Beliefs and Practices and Symbols and Actions**

**Core Knowledge / skills to be acquired:**

**Symbols and actions; symbolic expression in prayer and worship**

- Recognise key symbols of Islam and Christianity
- Know some reasons why Muslims pray to Allah

**Beliefs and practices; religious celebrations, key events in life**

- Recognise and know about some Christian traditions linked to Harvest
- Know that the Christian Harvest Festival is demonstrating thankfulness for the fruits of the earth
- Broaden knowledge of the story of Christmas and why it matters to Christians (the significance of the birth of Jesus)
- Identify ways that Christians and Muslims welcome babies into their faith communities
- Recognise aspects of the Easter story and know how it is celebrated
- Begin to understand the significance of Easter for Christians

**Key Vocabulary:**

Belief, practice, symbols, action, prayer, worship, life events, celebration, festivals, traditions

Islam:

Islam, Muslim, Muslims, Allah, Mecca, prayer mat, Qur'an (the Holy book of Islam), prayers, Mawlid (the observance of the prophet Muhammad's birthday), Adhan and Salah (the call to prayer), prayer mat, prayers, celebrate, festivals, star and crescent

Christianity:

Christian, God, Jesus, Bible, Christmas, prayers, celebrate, festival, harvest

**Curriculum Enrichment / Cultural Capital Opportunities**

Visitor of faith:

**Prior knowledge / skills this builds on: Prior knowledge / skills:**

**Nursery**

**Area of learning: Communication and language:**

- Enjoy listening to stories and remember much of what happens.

**Area of learning: Personal, social and emotional development:**

- Develop their sense of responsibility and membership of the community.

**Area of learning- Understanding of the World:**

- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.

**Area of learning: Expressive Arts and Design:**

- Respond to what they have heard, expressing their thoughts and feelings.

**Reception:**

**Area of learning: Personal, Social and Emotional Development:**

- See themselves as a valuable individual.

**What comes next term:**

**Prayer, worship and reflection**

- Learning about the actions of prayer and how prayer demonstrates faith and belief
- Recognising that prayer and symbols of faith demonstrate someone's own faith and beliefs
- Exploring how religious artefacts are used in worship and ask questions about them

**Identity and belonging**

- Identifying what is important to us and our own families individually and collectively
- Begin to explore what belonging means to a Christian or Muslim

- Think about the perspectives of others.

**Area of learning: Understanding of the world:**

- Talk about members of their immediate family and community.
- Understand that places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories, including figures from the past.

**Area of learning: Expressive Arts and Design:**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

**Early Learning Goals- Area of Learning -Understanding of the World- Past and Present**

**(EYFS Early Learning Goals linked to RE)**

**Literacy:**

- Demonstrate understanding of what has been reads to them by retelling stories and narratives using their own words and recently introduced vocabulary.

**Understanding of the World:**

- Talk about the lives of people around them and their roles.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Know some similarities and differences between different religions and cultural communities in this county, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries .

**Expressive Arts and Design:**

- Make use of props when role-playing characters in narratives and stories.
- Perform songs, rhymes and poems and stories with others.

**PSED – Self-regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their own behaviour accordingly.

**PSED – Managing self**

- Explain the reasons for rules, know right and wrong and try to behave accordingly.

**Ashwell Primary School**  
**Religious Education Curriculum**  
**Year 1: Spring term – Christianity & Islam**



**Spring Term Units: Prayer, worship and reflection, Identity and Belonging**

**Core Knowledge / skills to be acquired:**

**Prayer, worship and reflection**

- Know that the action of prayer demonstrates faith and belief
- Know that prayer and symbols of faith demonstrate someone's own faith and beliefs
- Explore how religious artefacts are used in worship and ask questions about them

**Identity and belonging**

- Identify what is important to us and our own families individually and collectively
- Begin to explore what belonging means to a Christian or Muslim

**Key Vocabulary:**

Prayer, worship, reflection, identity, belonging, faith, belief, symbol, family

Islam:

Islam, Muslim, Muslims, Allah, Mecca, prayer mat, Qur'an (the Holy book of Islam), prayers,

Christianity:

Christian, God, Jesus, Bible, Christmas, prayers, celebrate, festival, harvest

**Curriculum Enrichment / Cultural Capital Opportunities**

Visitor of faith:

**Prior knowledge / skills this builds on:**

**Symbols and actions; symbolic expression in prayer and worship**

- Recognise key symbols of Islam and Christianity
- Know some reasons why Muslims pray to Allah

**Beliefs and practices; religious celebrations, key events in life**

- Recognise and know about some Christian traditions linked to Harvest
- Know that the Christian Harvest Festival is demonstrating thankfulness for the fruits of the earth
- Broaden knowledge of the story of Christmas and why it matters to Christians (the significance of the birth of Jesus)
- Identify ways that Christians and Muslims welcome babies into their faith communities
- Recognise aspects of the Easter story and know how it is celebrated
- Begin to understand the significance of Easter for Christians

**What comes next term:**

**Sources of wisdom**

- Learning about the importance of the Bible and Qur'an and how followers take care of holy books
- Listening to and learning from faith stories

**Human responsibility and values**

- Recognise some ways that people can live together happily.
- Explore Zakat as a pillar of Muslim faith and how it influences Muslims to give to charity

**Justice and fairness**

- Learn about the work undertaken by a faith Charity that focuses on justice and fairness

**Ultimate questions**

- Begin to ask ultimate questions in order to explore what Christians believe God is like

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**Year 1: Summer term – Christianity & Judaism**



**Summer Term Units: Ultimate Questions, Sources of wisdom, Human responsibility and values, Justice and fairness**

**Core Knowledge / skills to be acquired:**

**Sources of wisdom**

- Know why the Bible is holy and sacred to Christians and the Qur'an is holy and sacred to Muslims
- Recognise ways that Christians and Muslims read and take care of their holy books
- Recall some aspects of faith stories through drama, discussion and written work
- Know that faith stories tell us about the way people should look after each other and the world

**Human responsibility and values**

- Recognise some ways that people can live together happily
- Explore Zakat and know why it is important to many Muslim people

**Justice and fairness**

- Know some aspects of the work undertaken by a faith Charity that focuses on justice and fairness

**Ultimate questions**

- Begin to ask ultimate questions in order to explore what Christians believe God is like

**Key Vocabulary:**

Source, wisdom, responsibility, values, justice, fairness, questions, sacred, care, faith, beliefs, charity, messages, influence, community

**Islam:**

Islam, Muslim, Muslims, Allah, Mecca, prayer mat, Qur'an (the Holy book of Islam), Zakat (giving to charity) prayers, Christianity:

**Christianity:**

Christian, God, Jesus, Bible, Christmas, prayers, celebrate, festival, harvest

**Curriculum Enrichment / Cultural Capital Opportunities**

Visitor of faith:

**Prior knowledge / skills this builds on:**

**Prayer, worship and reflection**

- Know that the action of prayer demonstrates faith and belief
- Know that prayer and symbols of faith demonstrate someone's own faith and beliefs
- Explore how religious artefacts are used in worship and ask questions about them

**Identity and belonging**

- Identify what is important to us and our own families individually and collectively
- Begin to explore what belonging means to a Christian or Muslim

**What comes next in year 2:**

**Symbols and actions; symbolic expression in prayer and worship**

- Learn to recognise and compare some symbols of Judaism and Christianity and learn about their importance
- Begin to recognise places where Christian and Jewish symbols might be found, e.g. on religious buildings

**Beliefs and practices; religious celebrations, key events in life**

- Learn about some ways in which Christian and Jewish festivals bring people together
- Recognise key aspects of different festivals and celebrations, for example: Sukkot, Hanukkah and Christmas
- Learn about the significance of Christmas for Christians
- Broaden knowledge of Easter; knowing what Christians remember and believe when they celebrate Easter

**Identity and belonging**

- Begin to explore what belonging means to a Christian or Jew and how faith impacts on a person's identity and belonging