




## Year 1

<b>Concepts</b>		 <b>Beliefs</b> Learning about religions	 <b>Reflection</b> Spiritual, moral and personal development	 <b>Community</b> Social and cultural development
<b>Term</b>	<b>Big Question</b>	<b>Unit Overview</b>		
<b>Autumn 1</b>	<b>How do you live well with family and friends?</b>	This unit introduces children to the importance of having an identity and a family. This unit builds on Early Years Foundation Stage activities related to aspects of identity & relationships. In this unit, pupils will be given the opportunity to develop their own sense of identity, particularly as it applies to their relationship with family & friends. They will also think about the idea of forgiveness. In learning about how religious traditions can help to bind people & families, they will also think about customs & traditions in their own families. They will reflect on how stories can help us to think about our own identity & relationships. There is an opportunity to invite in a Jewish visitor in lesson 3, and Christian visitors in lesson 5.		
<b>Autumn 2</b>	<b>How do Christians celebrate Christmas?</b>	This unit focuses on what Christians do to celebrate the birth of Jesus. Pupils consider why people give gifts at Christmas. This unit explores the Christian belief that Jesus is God's gift to the world. This unit will be best taught in the second half of the autumn term. There are opportunities for a special guest to be invited to speak to the class in lesson 1, and in lesson 5 visitors from Year 5 & 6 could be invited to the lesson, as well as parents. There is an opportunity also to visit a local church and discover more about the Christmas story on your visit.		
<b>Spring 1</b>	<b>What does it mean to be a Hindu?</b>	In this unit, the pupils investigate the concept of belonging and then relate it to how the key beliefs and practices in Hinduism help Hindus to feel like they belong to their religion. The children look at how the daily life and actions of a Hindu are influenced by the religion they belong to. There is an opportunity to invite a Hindu visitor or parent into your lessons to talk about their religion.		
<b>Spring 2</b>	<b>How do you belong to Sikhism?</b>	In this unit, the pupils draw on their understanding of belonging and then relate it to how children are given a sense of belonging in a Sikhism. They look at how children are welcomed into the Sikh tradition. They think about how people show they belong and what is special about belonging, and find out how Sikh people remember the birth of Guru Nanak, the founder of this religion. There are opportunities for teachers to invite a Sikh parent or visitor to come into the class and talk about their religion with the pupils.		
<b>Summer 1</b>	<b>What does it mean to be a Muslim?</b>	This unit focuses on both the historical and living aspects of Islam. Children are given the opportunity to learn about current beliefs, practices and lifestyles by studying holy days, artefacts, festivals and leaders. There are also opportunities for children to respond to some of the key ideas and values of Islam, and to develop their understanding of their importance for those who belong to the religion. There is an opportunity for the head teacher to visit in lesson 2, and to visit a mosque in lesson 4.		
<b>Summer 2</b>	<b>How do you belong to Christianity?</b>	In this unit children draw on their understanding of belonging, and then relate this to what Christians from different traditions understand about belonging. They look at what Jesus taught about children, and how the church welcomes children into its family. They think about how people show they belong and what is special about belonging. There are opportunities to visit a church and observe a mock Christening or a dedication, alternatively a guest could be invited in to carry out the ceremony in class.		