



KS1 Markland Hill RE Curriculum – Key Stage 1 YEAR B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
At Markland Hill, we follow the Bolton Agreed Syllabus for RE. This has been created for Bolton SACRE and has been approved by Bolton Council.					
RE teaching and learning should enable pupils to ...					
Knowledge and Skills	Make sense of a range of religious and nonreligious beliefs	Understand the impact and significance of religious and nonreligious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied		
End of KS1 Outcomes	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		

1.6 How do Muslims practice Islam? (Part 1) <u>Lesson Objectives (end points)</u> Making sense of belief: I can recognise the words of the Shahadah and that it is very important for Muslims	1.3 Why does Christmas matter to Christians? <u>Lesson Objectives (end points)</u> Making sense of belief: I can recognise that stories of Jesus' life come from the Gospels	1.6 How do Muslims practice Islam? (Part 2) <u>Lesson Objectives (end points)</u> Making sense of belief: I can recognise the words of the Shahadah and that it is very important for Muslims	1.5 Why does Easter matter to Christians? <u>Lesson Objectives (end points)</u> Making sense of belief: I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible	1.4 What is the 'good news' Christians believe Jesus brings? <u>Lesson Objectives (end points)</u> Making sense of belief: I can tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'	1.8 What makes some places sacred to believers? <u>Lesson Objectives (end points)</u> Making sense of belief: I can recognise that there are special places where people go to worship, and talk about what people do there
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I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean I can give examples of how stories about the Prophet show what Muslims believe about Muhammad Understanding the impact: I can give examples of how Muslims use the Shahadah to show what matters to them I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) I can give examples of how Muslims put their beliefs about prayer into action	I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Understanding the impact: I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Making connections: I can think, talk and ask questions about Christmas for people who are Christians and for people who are not I can decide what I personally have to be thankful for, giving a reason for my ideas Key vocabulary: • Incarnation • Jesus • Mary • Joseph • Shepherds • Advent	I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean I can give examples of how stories about the Prophet show what Muslims believe about Muhammad Understanding the impact: I can give examples of how Muslims use the Shahadah to show what matters to them I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) I can give examples of how Muslims put their beliefs about prayer into action	I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Understanding the impact: I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Making connections: I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. Key vocabulary: • God	I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians I can recognise that Jesus gives instructions to people about how to behave Understanding the impact: I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Making connections: I can think, talk and ask questions about whether	I can identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean I can identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Understanding the impact: I can give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe I can give simple examples of how people worship at a church, mosque or synagogue I can talk about why some people like to belong to a sacred building or a community.
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Making connections: I can think, talk about and ask questions about Muslim beliefs and ways of living I can talk about what I think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too Key vocabulary: • Shahadah • Zakat • Muslims • Hajj • Islam • Sawm • Salah • Tawhid • Ramadan • Prophet	• Secular • Religious • Birth • Celebration	Making connections: I can think, talk about and ask questions about Muslim beliefs and ways of living I can talk about what I think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too Key vocabulary: • Muslim • Shahadah • Zakat • Hajj • Islam • Prophet • Salah • Sawm • Ramadan • Allah • Mount Hira • Night of Power • Five Pillars of Islam • Prophet Muhammad	• Salvation • Saviour • Resurrection • Eternal Life • Secular • Easter • Worship • Good Friday • Religious	Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for my ideas. Key vocabulary: • Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles	Making connections: I can think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what I think about these questions, giving good reasons for my ideas I can talk about what makes some places special to people, and what the difference is between religious and non-religious special places. Key vocabulary: • Worship • Jewish • Holy • Christian • Muslim • community • Mosque • Sacred • Church • Synagogue • Place of worship • Shabbat
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