

# KS1 units of study

## Unit 1.1 What do Christians believe God is like? [God]

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 the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

**Learning outcomes** (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

### Make sense of belief:

- Identify what a parable is
- 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
- Give clear, simple accounts of what the story means to Christians

### Understand the impact:

- 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)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

### Make connections:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

### Ideas and some content for learning:

**Teachers can select content from these examples**, and add more of their own to enable pupils to achieve the outcomes.

- Introduce idea that Christians believe in God; the Bible is the key way of finding out what they think God is like.
- Tell the story of the Lost Son (Luke 15:1–2, 11–32) using interactive and reflective story-telling techniques. Draw out the forgiveness and love shown by the father. Explain that the story is a ‘parable’ – a special story Jesus told to help people understand ideas. Parables might be harder to understand than some other stories as they have can have hidden meanings.
- Refer back to the key question: What do Christians believe God is like? Do pupils have any ideas yet, about what the story says about what Christians believe about God? Discuss: What might Christians understand about what God is like from this story? How might God be like the father? Look at the stories of the Lost Sheep and Lost Coin in Luke 15 as more examples.
- The Parable of the Lost Son teaches that God loves people, even when they go off on their own way. As a class think of ways that Christians might show how glad they are that God loves them so much e.g. sing praising songs, pray saying why they love God, read about God in the Bible, love people, forgive people, care for people, go to church, pray and talk to God, pray and ask God to help, be generous. Explore some examples of these, e.g. by talking to some Christians, matching pictures.
- Christians often understand the Parable of Lost Son as teaching them that God is loving and forgiving, and will forgive them too, and so forgiving and being forgiven is also important – they should also practise forgiveness. Talk about whether forgiving people is only important for Christians or for other people too.
- Talk about what happens in school if they do something wrong. Share any fresh start/new day practices you might have and the importance of forgiving pupils in school.
- Talk about other times when forgiveness is given (through role play, if appropriate): At home? At out of school clubs? How do parents forgive? Link this last question to God as a forgiving father in the Lost Son. Refer to the question ‘What do Christians believe God is like?’ – how fully can pupils answer this, focusing on understanding of the parable’s meaning?
- What happens when forgiveness is not given? Get pupils to practise saying ‘I’m very sorry’ and ‘That’s ok – I forgive you’ to each other around the class. Talk together: Is it good to forgive people? Why/why not? How does it feel if you don’t forgive? Why is it sometimes hard to forgive?
- Listen to ‘You Can Hold On’ by Fischy Music (there is a free extract on [www.fischy.com](http://www.fischy.com)). Discuss the messages in the song. Write an extra verse to the song or even a class poem focusing on what it is like to forgive or not forgive.
- Explain that Christians often talk about there being four main types of prayer: praise, saying ‘sorry’, saying ‘thank you’ and asking for something. The story of the Lost Son might lead Christians to think it is very important to say ‘praise’ and ‘saying “sorry”’ prayers.
- Look through the Lost Son and see if they can see what types of prayers the characters might say at different parts of the story and write some examples of characters’ prayers. Compare with some Christian prayers from today (e.g. The Lord’s Prayer, some examples online from Christian websites, e.g. [www.prayerscapes.com/prayers/prayers.html](http://www.prayerscapes.com/prayers/prayers.html)).
- Refer back to the core question: What do Christians believe God is like? The story teaches that, like the father in the story, God is loving and forgiving. Talk to a Christian about how this makes a difference to how they live.

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## Unit 1.2 Who do Christians say made the world? [Creation]

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 the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

**Learning outcomes** (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

**Make sense of belief:**

- Retell the story of creation from Genesis 1:1–2:3 simply
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible
- Say what the story tells Christians about God, Creation and the world

**Understand the impact:**

- Give at least one example of what Christians do to say 'thank you' to God for Creation

**Make connections:**

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

**Ideas and some content for learning:**

**Teachers can select content from these examples**, and add more of their own to enable pupils to achieve the outcomes.

Introduce this unit by spending some time with pupils experiencing nature. Ask pupils how they describe what they see and how they feel.

- Explore the idea that created things have creators: look at some objects and see what pupils think their creators would be like (kind, clever, friendly, etc.). Look at objects in the natural world: suppose these objects have a creator, what do pupils think that this creator would be like?
- Introduce idea that many people (e.g. Jews, Christians and Muslims) believe that there is a Creator of the world, God. Set the scene for the story in Genesis 1: a story that tells Christians and Jews about God. Keep coming back to the idea that it tells believers about what the Creator is like as you tell the story in creative and exploratory ways (e.g. choose suitable music and dance moves for each day; use some poems, such as Steve Turner's *In the beginning*; do drawings and paintings for each day, then sequence and retell the story to each other, etc.). Answer the key question: Who do Christians say made the world?
- Talk about: if Christians believe God made the world, what should they do? Perhaps thank God. Look at some 'thank you' prayers Christians might say about the world; or some praise prayers about the Creator.
- Make links with grace before meals: many Christians thank God every time they eat. Find out some examples of these prayers and talk about why people say them. What difference does it make to how they live?
- Make links with Harvest, where Christians traditionally thank God for Creation: connect school harvest celebrations, church festivals and the idea of giving and sharing to those in need. It is not only Christians who are thankful for food, shelter, sunlight, water, crops, life. Talk about what things pupils are grateful for and who they could thank, e.g. parents, friends, shop keepers, dinner supervisors, delivery drivers, farmers, etc. Ask pupils to write some 'thank you' comments and to give them to the appropriate people.
- Ask pupils what questions they would ask about living in an amazing world. Recall the story from Genesis 1. If there was a Creator and world-maker they could ask, what questions would they ask the Creator? Many people do not believe that there is a creator, so talk about whether there are similar or different questions about our amazing Universe if there is no creator.

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## Unit 1.7 Who is Jewish and how do they live? [God/Torah/the People] [double unit]

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**Learning outcomes** (intended to enable pupils to achieve end of key stage outcomes)

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

### Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

### Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. *mezuzah*, on Shabbat)

### Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

### Ideas and some content for learning:

**Teachers can select content from these examples**, and add more of their own to enable pupils to achieve the outcomes.

- As a way in, discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events.
- Find out what special objects Jewish people might have in their home (e.g. ‘Through the keyhole’ activity, looking at pictures of a *mezuzah*, candlesticks, *challah* bread, *challah* board, *challah* cover, wine goblet, other kosher food, Star of David on a chain, prayer books, *chanukiah*, *kippah*). Gather pupils’ questions about the objects. As they go through the unit, pupils will come across most of these objects. Whenever they encounter an object in the unit, ensure that pupils have adequate time to focus on it closely and refer back to pupils’ questions and help the class to answer them where possible.
- Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. (Note that some Jewish people write G-d, because they want to treat the name of God with the greatest respect.) Explore the meaning of the words, what they teach Jews about God, and how they should respond to God. Use this as the background to exploring *mezuzah*, Shabbat and Jewish festivals – how these all remind Jews about what God is like, as described in the Shema, and how festivals help Jewish people to remember him. Talk about the People of Israel as God’s *Chosen* People (sometimes called *Favoured* People).
- Look at a *mezuzah*, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why.
- Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, *challah* bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’, and celebrate God’s creation (God rested on the seventh day). Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils’ homes.
- Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)).
- Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals: e.g. **Sukkot**: read the story, linking the Favoured People’s time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a *sukkah* and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today; **Chanukah**: look at some art (e.g. [www.artlevin.com](http://www.artlevin.com)); read the story and identify keywords; find out about the *menorah* (seven-branched candlestick) and how the nine-branched *chanukiah* links to the story of Chanukah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people.
- Consider the importance and value of celebration and remembrance in pupils’ own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.

## Unit 1.9 How should we care for others and the world and why does it matter?

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 the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

**Learning outcomes** (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

### Make sense of belief:

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world

### Understand the impact:

- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world

### Make connections:

- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

### Ideas and some content for learning:

**Teachers can select content from these examples**, and add more of their own to enable pupils to achieve the outcomes.

Throughout this unit, make connections with pupils' prior learning from earlier in the year: what have they learnt about God and creation already, and how does this affect how people behave?

- Introduce the idea that each person is unique and important; use teachings to explain why Christians and Jews believe that God values everyone, such as for Christians: Matthew 6:26; Jesus blesses the children (Matthew 19, Mark 10, Luke 18); for Jews and Christians: teachings such as Psalm 8 (David praises God's creation and how each person is special in it). Use the Golden Rule to illustrate a non-religious view of the value of all people.
- Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The Good Samaritan' (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1–4).
- Ask pupils to describe their friend's special skills, leading to the idea that we all have special skills we can use to benefit others.
- Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. *zakah* (almsgiving) in Islam; *zedaka* (charity) in Judaism.
- Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, Sister Frances Dominica, the Catholic aid agency CAFOD, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Also find out about religious and non-religious people known in the local area.
- Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fundraising event and donate the money to a local charity.
- Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the Golden Rule can make life better for everyone. Make cartoons to show their ideas.
- Recall earlier teaching about Genesis 1: retell the story, remind each other what it tells Jewish and Christian believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Talk about ways in which Jews and Christians might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation; Genesis 2:15 says they are to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons why this is important for everyone, not just religious believers. Make links with the Jewish idea of *tikkun olam* (repairing the world) and Tu B'shevat (new year for trees).

## Unit: 1.10 What does it mean to belong to a faith community?

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 the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

**Learning outcomes** (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

### Make sense of beliefs:

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people

### Understand the impact:

- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

### Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

### Ideas and some content for learning:

**Teachers can select content from these examples**, and add more of their own to enable pupils to achieve the outcomes.

- Talk about stories of people who belong to groups. Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.
- Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (**Christians:** e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/*ichthus* badges, 'What Would Jesus Do' ('WWJD') bracelets, a rosary, a Bible; **Muslims:** e.g. an example of calligraphy, a picture of the Ka'aba, a *taqiyah* (prayer cap); **Jews:** e.g. a *mezuzah*, a *menorah*, a Kiddush cup, *challah* bread, a *kippah*), symbols of belonging in pupils' own lives and experience.
- Explore the idea that everyone is valuable. Tell the story of the Lost Sheep and/or the Lost Coin (Luke 15) to show how, for Christians, all people are important to God. Connect to teachings about how people should love each other too: e.g. Jesus told his friends that they should love one another (John 13:34–35), and love everybody (Mark 12:30–31); Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18); Muslim teaching: 'None of you is a good Muslim until you love for your brother and sister what you love for yourself.'
- Introduce Christian infant baptism and dedication, finding out what the actions and symbols mean.
- Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – *brit bat* or *zeved habat*; Islam: *Aqiqah*; some atheists might have a Humanist naming ceremony.
- Find out how people can show they love someone and that they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the *chuppah* in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.
- Compare the promises made in a Christian wedding with the Jewish *ketubah* (wedding contract).
- Compare some of these promises with those made in non-religious wedding ceremonies. Identify some similarities and differences between ceremonies.
- Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.
- Explore the idea that different people belong to different religions, and that some people are not part of religious communities, but that most people are in communities of one sort or another.
- Find out about times when people from different religions and none work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or the Royal British Legion Poppy Appeal and Remembrance Day on 11 November.