

## CURRICULUM OVERVIEW: Key Stage 1

In the Foundation Stage and nursery classes, children will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- learning about themselves within the context of their Church school;
- learning about the beliefs and cultures of others;
- encountering the celebration of different festivals, including the celebrations connected with being part of a Church school;
- hearing stories from the Bible, and, where appropriate, from other cultural and religious traditions.

Please refer to the 'Foundation Stage' section of this document for further information.

**During key stage 1**, pupils develop their knowledge and understanding of the Christian faith, Judaism & Islam (and where appropriate, non-religious beliefs). They will also develop important subject-specific and cross-curricular skills, which are identified within each unit of study.

### Through their learning in KS1, pupils should:

- learn what Christians believe about God and the world around them, and be introduced to what Jews & Muslims believe;
- encounter and respond to a range of stories, artefacts and other religious materials, such as art & music;
- learn to recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary;
- begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to;
- ask relevant questions and develop a sense of wonder about the world, using their imagination;
- ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

so that by the end of  
KS1, most pupils can...

- identify similarities in features of religions and beliefs;
- retell religious, spiritual and moral stories;
- identify possible meanings for stories, symbols and other forms of religious expression;
- identify how religion and belief is expressed in different ways;
- respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings;
- ask questions about their own and others' ideas, feelings and experiences;
- give a reason why something may be valued by themselves and others;

- recognise that some questions about life are difficult to answer.

## WHAT DO WE TEACH IN KEY STAGE ONE?

This overview has been re-structured from the previous Diocesan Guidelines to ensure continuity and progression across the Primary phase, and to adequately prepare pupils for the Secondary phase, whilst giving schools some 'breathing space' within the RE curriculum to study some optional units, or develop units of their own. During the process of review, the decision was also made that the Diocesan units should to some degree mirror the core structure of the Surrey Agreed Syllabus for RE, maintaining the distinctively Christian elements and giving pupils the opportunity to encounter the Christian faith. This is in order to adequately prepare pupils for their next school, and aid the process of transition.

**Every unit has been updated, so schools will need to take this into account when using the units to plan lessons. This includes most of the more recently written Alternative Study Units, which have now either been made compulsory, or sit within the Optional Units menu.** Pupils should study **72 hours** across the key stage (36 hours per year, or approximately  $\frac{3}{4}$ hour per week). There is a degree of flexibility within the suggested time allocations for most units, so schools should use this to help make the hours add up. We realise that Church schools may wish to teach additional RE, which may be achieved through the use of the Optional Study Units or Pause Day materials.

The Church of England report 'Making a difference?' (October 2014) suggested that in order for schools to teach RE well, they need to develop a 'clarity of purpose' around what RE in Church schools is for, and how to translate this into what pupils learn. During the process of revision, each unit was written with a distinct purpose in mind, which is outlined at the top of each unit: however, it is hard for schools to see the breadth of study across all the units in a Key Stage. This section of the document is designed to help schools to do this in order to be able to structure their planning more effectively.

<b>Compulsory Units: Christianity</b>		<b><i>'not less than 80% of RE time should be spent on Christianity'</i></b>		
There are 14 Christianity units, including a Christmas and Easter unit for each year group.		<i>*units marked with an asterisk were formerly ASUs</i>		
<b>'Theme'</b>	<b>Title</b>	<b>What's the purpose of this unit?</b>	<b>Phase / Yr</b>	<b>Suggested time allocation</b>
<b>God</b>	Who is God?*	to help children to share their own thoughts and ideas about God, and begin to understand that words, pictures & images can convey deep meanings. During this unit they will explore many different images of God contained within the Bible and think about how these help to show what Christians believe God is like. Many of these images are shared by Jews.	KS1	5-6 hours
<b>Jesus Christ</b>	Who is Jesus?*	to explore the key events in Jesus' life, so that pupils can appreciate the span of his life being 33 years (rather than a term between Christmas and Easter!), but also to appreciate that Christians believe that the events of his life show he was both human, and God	KS1	5-6 hours

		(divine).		
	Why did Jesus tell parables?	to explore a range of parables, in order for children to understand how Jesus used simple stories to teach people deep truths about God. It's important that pupils are also given opportunities to explore the reasons why Jesus told them, in order to help them to make connections between the parables and what Christians believe.	KS1	5-6 hours
<b>Christmas</b>	Why do people give presents at Christmas?*	to focus on the specific ideas of gifts and giving as they relate to the Christmas narrative and Christian belief about giving at Christmas time. It is also important that pupils are given opportunities to retell this part of the story within the whole narrative.	Y1	2-3 hours
	Why did angels announce the birth of Jesus? *	to focus on the presence of angels in the Christmas narrative, as outlined in the Gospel of Luke, whilst reinforcing the sequence of events. Christians believe the presence of angels showed Jesus wasn't just an ordinary baby, but God in human form (incarnation): the birth of Jesus is part of God's plan of salvation and good news for the world.	Y2	2-3 hours
<b>Easter</b>	Is Easter happy or sad?*	to focus children on the contrasting emotions of Easter and the symbols associated with the different parts of the Easter narrative.	Y1	2-3 hours
	What is Easter really about?*	to explore the Christian belief that Jesus died to 'mend' people's friendship with God, and to very simply encapsulate Christian beliefs about Jesus' death and resurrection in an Easter Garden.	Y2	2-3 hours
<b>The Bible</b>	What is the Bible about?	to introduce the idea of the Bible as the 'big story' of God and his people, to familiarise the children with stories and people from the Bible and to learn that the Old Testament precedes the life of Jesus. You may wish to focus on stories from the Old Testament because many of the Christianity units at KS1 focus on accounts from the life of Jesus, but exploring a range will help children get an idea of the 'beginning, middle and end' of the 'big' Bible story.	Y1	4-5 hours
	Why is the Bible an important book?	to establish that the Bible is a special book for Christians and that they gain guidance from reading it, rather than giving pupils opportunities to retell the Bible 'stories'. This is more the focus in the Year 1 Bible unit. Pupils should know that the Bible is made up of two sections: Old and New Testament), that these are comprised of many different books / types of writing, and also that these different types of writing are viewed by Christians as 'treasure' from God as part of his living word, the Bible.	Y2	4-5 hours
<b>The Church</b>	How do Christians worship God?	to gain an understanding of the importance of worship to Christians and to make links to their own experience of collective worship in school.	KS1	2-3 hours
	Why do Christians pray?	to show how Christians connect with God through prayer and to develop an understanding of the different reasons for prayer.	KS1	2-3 hours

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	What is a church?	to learn why the church is a special place for Christians. Through this unit, pupils will explore the key features of your parish Church (exterior/interior/people) and investigate Christian symbols that are found there, making connections with what Christians believe.	Y1	5-6 hours
	Why do Christians go to church?	to focus more on the concept of how and why Christians worship through different services rather than the features of the building and is intended to build on the Year 1 unit 'What is a church?' It is envisaged that this unit should be used in conjunction with a visit to your parish church building. It is a short unit, which schools may wish to extend to explore different types of service in more depth.	Y2	2-3 hours
<b>Living as a Christian</b>	What is a Christian?	to explain that a Christian is someone who follows Jesus, using examples of the people who followed Jesus during his lifetime, and others from the past. Pupils are also introduced to Jesus' two 'great' commandments: 'love God' & 'love others', and asked to think about the impact of Jesus' words for people who follow him.	KS1	5-6 hours

**Compulsory Units: Other faiths** *'not more than 20% of RE time should be spent on studying other faiths'*

There are 3 units focussing on other faiths: 2 Judaism units, and 1 Islam unit

'Theme'	Title	What's the purpose of this unit?	Phase / Yr	Suggested time allocation
<b>Other faiths</b>	Judaism: What is the Torah and why is it important to Jews?	to introduce pupils to the Torah as the special holy book for Jews, but also to encourage them to make connections between the Torah and the Old Testament	KS1	3-4 hours
	Judaism: Why do Jewish families celebrate Shabbat?	not only to recall facts about what happens on Shabbat, but to demonstrate an understanding of the central meaning of Shabbat for Jewish families as a time set apart from the rest of the week. (It is also the 4 <sup>th</sup> of the Ten Commandments)	KS1	3-4 hours
	Islam: What is important for Muslim children?	to explore key Muslim beliefs about Allah, Muhammad (pbuh*) and the Qur'an in order to help pupils to understand what's important for Muslim children.	KS1	4-5 hours

## Optional Study Units (OSU):

It is recommended that schools spend a total of **approx. 10 hours** across the key stage, studying units chosen from the optional study units menu. These might include the 'Pause Day' materials developed for Easter and Pentecost, or units that schools develop / extend for themselves. Schools may also use any units from the Surrey Agreed Syllabus for RE.

Title	What's the purpose of this unit?	Phase / Yr	Suggested time allocation
How can we care for God's world?*	to give pupils opportunities to reflect on the natural world, and how we can / should care for it, but also to consider what religions have to say about our world, and environmental issues. Its starting point is the account of God creating the world in Genesis – an account which is found in the Bible, the Torah and the Qur'an.	KS1	4-5 hours
What are <i>your</i> big questions?*	to give pupils space to think and reflect about 'big' questions – theirs, and others – and to consider what answers might be found in the Bible. This unit focuses on the natural world, as David the Psalmist asks many of his big questions about the world, but follow the ideas that pupils want to explore.	KS1	4-5 hours
Is the world a fair place?*	to investigate what's fair and unfair about our world, and to find out what Christians believe about fairness, but also to think about ways in which we might make a difference to those for whom life is not fair.	KS1	4-5 hours
Where did Jesus go?!	to allow the children to reflect and talk about the link between death and heaven, and to reinforce that for Christians, heaven is a wonderful place. This unit was written specifically to answer actual questions that children had! It explores what <u>Christians</u> believe about heaven, but you might find that pupils need to talk more widely about issues that are raised.	KS1	4-5 hours
What happens on Maundy Thursday?*	to explore in more depth the events that gave rise to the practices of Maundy Thursday, and in a simple way, to help pupils to see the connections between Christian beliefs and practical actions.	KS1	2-3 hours
Why do Jewish families celebrate Hanukkah?	to help children explore how the traditions within the celebration of Hanukkah help Jewish families to remember the story that's the focus for this 8-day festival. 'Remembering' is a significant concept in Judaism, as many times in their history, God commanded the Jewish nation to 'remember' events e.g. God's rest from Creation / freedom from slavery / provision in the desert etc.	KS1	2-3 hours
Pause Day materials (Easter or Pentecost)	'Pause Day' materials are RE days designed to enhance regular RE provision, and deepen pupils' understanding of Easter and Pentecost as Christian festivals. Please note that the Easter 'Pause Day' materials <u>must not</u> replace the Easter units specified for each year group.	Whole school	flexible