

## RE Year 1/2 Autumn term 1: Being Human—Islam (Believing)

### Key Learning

**Key Questions** — *What does the Qur'an say about how Muslims should treat others and live their lives?*

*How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?*

**Order of teaching—not number of lessons.**

1. **What do children know about the Muslim faith?:** Children create their own mind-map to show what they know about the Muslim faith? You might want to use some picture prompts or key questions e.g. What is the name Muslims use for God?
2. **Harmony:** children need to understand that Muslims believe in one God, Tawhid but has 99 names, and that He created all things as He wanted and that God wants humans to keep things in harmony.
3. **Shariah:** One of 5 key duties Muslims are asked to do is to keep on the straight path. God has given 3 types of guidance to facilitate this: the natural world, The Qur'an and the prophets.
4. **Five Pillars:** Briefly explore each of the 5 pillars: the name and what they mean. How do they help a Muslim lead a life of harmony? Is it easier to do something on your own or with help?
5. **Shahhadah:** Compare Muslim belief in one God to Christian. Make comparisons: similarities/differences. Is it important that there are some similarities and differences? Introduce some prophets e.g. Ibrahim, Muhammad
6. **Akhlaq:** how do the prophets help Muslims keep things in harmony? Explore stories of the prophets. How is sharing with others a way to bring harmony into the world? Muslims are encouraged to commit to charity (zakat).



### Key Vocabulary

#### **Specific:**

**Ahaan:** Call to prayer

**Akhlaq:** the practise of living in harmony with God. Living a life of virtue.

**Shaah:** statement of belief: "There is no God but God and Muhammad is his prophet."

**Shariah:** the straight path

**Tawhid:** oneness of God

**Zakat:** charity

### Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

### Sources of support:

- [Fun Facts about Islam \(KS1\) - Bing video](#)
- [Religious Studies KS1: The Five Pillars of Islam - BBC Teach](#)
- [Religious Studies KS1: The Islamic Story of The Prophet and the Ants and 'The Crying Camel' - BBC Teach](#)
- Power points in folder.

## RE Year 1/2 Autumn term 2: Life Journey—Islam (Living)

### Key Learning

### Key Questions —

*What do Muslims do to celebrate birth?*

*What does it mean and why does it matter to belong?*

### Teaching that must be covered:

1. **What do children know about the Muslim faith?** Opportunity to find out what children remember and to recap key information from previous unit (believing).
2. **The importance of community to a Muslim:** Introduce word ummah and shariah: so children begin to understand and link being one community helps to live in harmony and follow the straight path. Children learn about being part of Muslim community—importance of prayer and preparation for prayer (wudu), mosque and caring for people in the community—the five pillars.
3. **Welcoming a new baby to Muslim community:** whispering the adhaan, aqiqah ceremony—giving gift of food to poor to maintain harmony and balance,
4. **Naming ceremony:**
5. **Compare naming ceremony with Christian baptism:**



### Key Vocabulary

#### Specific

**Adhaan:** call to prayer

**Aqiqah:** ceremony when baby 7 days old

**Baptism:** Christian celebration of welcoming someone to the faith.

#### Five Pillars:

**Ummah:** community

**Shahadah:** declaration of faith, "There is no God but Allah and Muhammad is the prophet of Allah."

**Shariah:** straight path

**Wudu:** preparation for prayer

### Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

### Sources of support:

- [https://www.youtube.com/watch?v=H9U8T8x1AhQ&list=PLcvEcrsF\\_9zliwCZSRPXjf75R1n978G5v&index=11&t=2s](https://www.youtube.com/watch?v=H9U8T8x1AhQ&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&index=11&t=2s)
- [How Muslims show care – KS1 Religious Education – Primary Y1 - BBC Bitesize](#)
- [A visit to a mosque - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize](#)
- [Wudu or washing in preparation for prayer - 1st level Religious and moral education - BBC Bitesize](#)
- [Religious Studies KS1: The Five Pillars of Islam - BBC Teach](#)
- [Islamic Call to Prayer \(english translation-subtitles\) - YouTube](#)
- [BBC Two - Pathways of Belief, Places of Worship - Christianity, A Christian baptism \(pt 1/3\) - what is a baptism?](#)
- [BBC Two - Pathways of Belief, Places of Worship - Christianity, A Christian baptism \(pt 2/3\) - promises made by the font](#)
- [BBC Two - Pathways of Belief, Places of Worship - Christianity, A Christian baptism \(pt 3/3\) - family and celebration](#)

## RE Year 1/2 Spring 1: Being Human—Christianity (Believing)

### Key Learning

### Key Questions —

*What does the Bible say about how Christians should treat others and live their lives?*

*How can Christian faith and beliefs be seen in the actions of inspirational Christians?*

### Teaching to be covered:

1. **Christian creation story:** Go outside and find things that occur naturally in nature—how did they come to be? Children could draw or record in a table. Read the creation story—children should retell through drawing or sequencing.
2. **Explore right and wrong.** How do we know? Who teaches us? What does the Bible teach us?
3. **Mark 12: 30-31:** What does it mean to love God with your heart, soul, mind and strength? How does loving your neighbour connect to loving God?
4. **Explore parable:** Lost Son (Luke 15: 11-32) Good Samaritan (Luke 10: 25–37) Mustard Seed (Matthew 13: 31-32)
5. **Inspirational Christians:** What can be learnt from inspirational Christians? How do they show their faith through their actions?



### Key Vocabulary

#### Specific

**Creation:** everything made by God

**Jesus:** Christians believe he was the Son of God.

**Parable:** a story told by Jesus

### Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

### Sources of support:

- <https://request.org.uk/resource/restart/2017/06/02/the-story-of-creation/>
- [Christianity - KS1 Religious Education - BBC Bitesize](#)
- <https://www.truetube.co.uk/resource/charlie-and-blue-find-out-about-jesus/>
- <https://request.org.uk/resource/269d6a465fcc58ea4da1ab5e25323e/>
- <https://request.org.uk/resource/?view=resources&cat=3> (various clips of different parables and stories about different saints).
- [Inspirational Christians | Bible Characters](#)
- [Christianity - KS1 Religious Education - BBC Bitesize](#)

## RE Year 1/2 Spring 2: Life journey (Christianity)

### Key Learning

### Key Questions —

*What do Christians do to celebrate birth?*

*What does it mean and why does it matter to belong?*

### Teaching to be covered:

1. What groups do children belong to—start them off with things like their family; school if they can't think of any. How do we know we belong e.g. wearing a uniform—there is a brownie uniform in Christian resource box in resources. Talk about other uniforms e.g. footballers, police officers— a uniform identifies you belong to a group. They could draw or find pictures of people wearing uniforms to show this.
2. How do we help people to feel that they belong? The guidance from Lincs syllabus suggests talking in a different language to the children and asking them how they feel—what is like when you don't understand what is going on? How can we make children who do not speak our language feel like they belong in our school? They could find out how to say hello in the languages of the children in their class.
3. Introduce pupils to the story of Jesus' baptism (e.g. Luke 3:21-22). Who are the key characters in the story? What are the key events? How do you think the characters in the story feel at various points (e.g. before the baptism, during the baptism, after the baptism)? Look at art work showing representations of Jesus' baptism.
4. Find out about the Christian baptism service both for babies and adults.



### Key Vocabulary

#### Specific

**Baptism:** a Christian ceremony to show belonging to the church.

### Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

### Sources of support:

- [https://www.youtube.com/watch?v=\\_VMNO2MAmwA](https://www.youtube.com/watch?v=_VMNO2MAmwA) (baptism of Jesus)
- <https://www.youtube.com/watch?v=ncFQZV6hMdE> (Christian baptism of infant)
- <https://www.churchofengland.org/life-events/adult-baptism>
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## RE Year 1/2 Summer cycle A: Thankfulness

**This is an additional unit: children should reflect on learning that has taken place over the year and have the opportunity to look at similarities and differences between faiths.**

**This unit is for the full term.**

### Key Questions —

*How might a religious person show thanks to God? Tell me about how a religious person might show thanks to God e.g. Harvest. How might a non-religious person show they are thankful/grateful for what they have?*

### Teaching to be covered:

1. Recap previous units on birth rites in Islam and Christianity—thinking about how they say thank you for safe arrival of a new baby and how they welcome them into the community.
2. What do we say thank you for and how do we say thank you? Children might design a thank you card and write in it.
3. Remind children that religious communities have special festivals to say thank you to God—can they think of any festivals e.g. Harvest, baptism.
4. Find out more about the local food bank and its links with the church. Invite someone in to talk to the children (we have a governor who has links with the church and the food bank who is very willing to come and talk to the children.)
5. Find out about how Muslim's show thanks. If possible: ssk local Imram (Miss Begum has a contact) to come and talk to the children.
6. As this is an additional unit, children need to look at an additional religion as well as Christianity and Islam. The Lincolnshire syllabus suggests Judaism (see guide which is in folder with MTP).
7. Are there similarities between how the different religions show thankfulness?
8. Do you have to be religious to show thankfulness/gratefulness? How might a non-religious person show they are thankful? How does this compare with a religious person?

### Vocabulary

Charity: an organisation set up to provide help and raise money for those in need.

Covenants: a series of contracts between God and his chosen people that joins them in a relationship.

Mitzvot: commandments the laws God asks his people to follow e.g. The Ten Commandments;

Sukkot: temporary structures booths/canopies made out of leaves and branches with an open roof so the sky is visible.

Tzedakah: a collection box

### Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

### Sources of support:

- [Harvest Festival - CBeebies - BBC](#)
- [How Muslims show care – KS1 Religious Education – Primary Y1 - BBC Bitesize](#)
- [How Jewish people show care – KS1 Religious Education – Primary Y1 - BBC Bitesize](#)
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