Together, we place children at the heart;
nurturing love, respect and life-long learning.

Autumn 1: Year 1					
RE Unit	**Ways of Knowing (icons)**	**Builds on**	**Curriculum Rationale (Statutory to cover NSE)**	**Leads on**	**National Statement of Entitlement:**
1.1: What do Christians believe God is like?	Looking at Stories Examining Texts Interviews Observing Photos Exploring Case Studies	<u>Christianity</u> F1: Why is God so important to Christians? F2: Why is Christmas special to Christians?	In this unit we are exploring beliefs about God held by Christian, using Bible stories. We explore how these beliefs can shape ways in which many Christians behave. To understand these beliefs, we will have to examine stories and texts from the Bible that are used by many Christians to learn about God. We will use real life examples to find out how believing in God influences the lives of Christians. As we do this, we will reflect on what influences there are on our own lives and look for any similarities and differences with the people we study.	<u>Christianity Year 1</u> 1.2 Why does Christmas matter to Christians and how do people celebrate it?	b:organised/individual d: meaning and purpose f: influence g: ways of knowing i:dialogue/interpretation j: personal worldviews

Lesson Sequence and Key Question	**What will pupils learn?**	**Activities**	**Vocabulary**
L1: What can we say many Christians believe about God?	Believing in God is central in Christian teaching. Christians hold beliefs about what God is like. The Bible shows Christians that God is creator.	**Looking at Stories** Gather pupils' ideas on what they think about when they hear the word 'God'. Use prior knowledge to create a list of what Christians believe about God - save for later in unit. Recap Christian creation story from EYFS. Focus on Christian belief in God as creator. Check this is on pupils' list (if not, add it). Look at the 'Big Story' of the Bible, explaining its importance for many Christians - identify God as there from the start of the Big Story, even before creation	God, beliefs, Bible, creator, creation
L2: What can we find out about the Christian story of the Lost Son?	For many Christians, stories from the Bible are important, showing what Christians believe	**Examining text, looking at stories** Remind pupils that stories in the Bible are important to Christians. Look through some Bibles to find The Lost Son. Explain Jesus is	Jesus, Lost Son

	and how they should live. Tell the story of the Lost Son.	recorded as having told it. Share the story of the Lost Son until the son's return. Use drama to explore how pupils think the father and both sons might have reacted and why. Share the end of the story, collecting pupils' responses to the characters' actions and reasons for these.	
L3: What might the Lost Son story show many Christians about God?	Traditional Christian interpretations of the Lost Son, including the father in the story representing God, showing Christians that God is loving, forgiving and like a loving parent.	**Looking at Stories and Interviews** Recall The Lost Son. Explain this story is a parable and what this means. Work on what pupils think the parable's meaning might be. Introduce the idea that many Christians see the father as representing God. Ask what the story suggests God is like. Find out what some Christians say the parable means to them – explore which meanings are linked to beliefs about God. Add beliefs about God from this parable to pupils' list from lesson 1 (e.g. forgiving, loving, welcoming, parent). Reflect on who influences pupils and whether they think being loving and forgiving is good for everyone, not just Christians.	Parable, Father, loving, forgiving
L4: What might a different story show many Christians about God?	The plot of the biblical story of the Lost Sheep. Make parallels with the Lost Son.	**Examining text, Looking at stories** Use a creative method to share The Lost Sheep. Use open 'I wonder' questions so pupils can explore what the parable might say for a Christian about love, being welcoming, and God (note that the shepherd is generally seen by Christians as representing God). Compare Christian beliefs about God shown in the two parables – what is in both, what is unique to each? Pupils to make hidden meaning box/envelope to tell the story and show messages about God in one of the parables.	Biblical, Lost Sheep

L5: What might many Christians do because of their belief in God?	Christians believe people can have a good relationship with God and communicate with God through prayer, and different reasons a Christian might pray including to praise God, ask God for something, thank God, to say sorry	**Examining text, Observing Photos** Focus on what many Christians do because of believing in God, e.g. have a relationship and communicate with God, such as through prayer**. (Resource Sheet 2)** Look at where Christians might pray, e.g. home, church. Look at pictures of Christians joining together in prayer from across the globe. Reasons why Christians might speak to God in prayer: PATS (praise, ask, thanks, say sorry). Help pupils analyse some simple prayers, then compose a prayer a Christian might say in specific situations.	Relationship, communicate, prayer, church
L6: How might many Christians treat others because of what they believe God is like?	Ways in which many Christians try to show love for God. The importance of loving and forgiving others for many Christians and people who are not Christian.	**Exploring Case Studies** Stories of God being loving can inspire many Christians to be loving and forgiving themselves. Look at some examples of what Christians might do to show their love for God. Give some scenarios of when someone has been wronged by another. Decide what a Christian might do to show forgiveness and love, and pupils' own responses. Look at pupils' list from lesson 1 recall and add ideas about God. Give thoughtful responses to unit key question. Look at the ways of knowing used in this unit. Reflect on their own ideas.	Love, God

Learning Outcomes (what pupils know)	**Quiz Questions**
Understanding how worldviews influence people's lives: Pupils will know that: • Belief in God is central to Christian worldviews • Biblical texts such as the creation story and parables told by Jesus help to shape Christian beliefs about what God is like. • Christian beliefs about God include: God as creator, forgiving, loving, caring, welcoming, and like a parent.	What is the special name given to stories which teach Christians something? Which part of the Bible can stories about Jesus be found? Which words would a Christian use to describe God? How do Christians know about God?

• Most Christians believe it is possible to have a relationship with God and communicate with God through prayer. • Many Christians are inspired by their belief in God to act in particular ways, such as by showing love and forgiveness, caring for people. Engaging with religious worldviews: Pupils will: • Examine texts and religious stories, including parables and prayers. • Look at and explore 'real life' examples such as interviews and case studies to find out what Christians see as the messages of parables and how they try to act as a result. • Observe images of Christians praying, using these to help note that Christianity is a global religion. Understanding themselves: Pupils will • suggest some of their own ideas about what influences their actions, the importance of being loving or forgiving, about prayer, and, if appropriate, about God.	How do Christians want to show that they love God? Which values should a Christian show in their life? Why is it sometimes hard to forgive? Explain how a Christian would say "sorry" to God. How might a Christian say that they speak to God?