

# RELIGIOUS EDUCATION OVERVIEW: YEAR 1/2 2025-2026 CYCLE A



Autumn 1 Topic: Childhood (Y1)	Spring 1 Topic: Bright Lights, Big City (Y1)	Summer 1 Topic: School Days (Y1)
<p><b>Worldview: Judaism</b> <b>Community &amp; Identity</b> <b>What do different Jewish people believe about God?</b></p> <ul style="list-style-type: none"> <li>I can recall that the Shema is a prayer.</li> <li>I can describe the significance of the Shema for Jewish people.</li> <li>I can describe why Abraham is important to Jewish people and retell the story of the calling of Abraham in simple terms.</li> </ul>	<p><b>Worldview: Judaism</b> <b>Community and Identity</b> <b>How and why is Shabbat important to some Jewish people in Britain?</b></p> <ul style="list-style-type: none"> <li>I can use the right names for things that are special to Jewish people during Shabbat.</li> <li>I can talk about some of the things that Jewish people do to celebrate Shabbat.</li> <li>I can start to explain how certain beliefs affect decision-making.</li> <li>I can start to explain why Shabbat is important to Jewish pupils in Britain.</li> </ul>	<p><b>Worldview: Judaism</b> <b>Reality and Truth</b> <b>How do people know how to behave?</b></p> <ul style="list-style-type: none"> <li>I can say why we have rules in our school.</li> <li>I can talk about an agreement Jewish people make with God and say how obedience is important to some people.</li> <li>I can start to explain the significance of one thing Jewish people do and say how it shows their special relationship with God.</li> <li>I can start to explain how Jewish people know how to behave and why the 10 commandments and food laws are important.</li> <li>I can talk about the sources different people use as a basis for the rules that they follow.</li> </ul>
Autumn 2 Topic: Childhood (Y1)	Spring 2 Topic: Bright Lights, Big City (Y1)	Summer 2 Topic: School Days (Y1)
<p><b>Worldview: Christianity</b> <b>Community and Identity</b> <b>What do most Christians celebrate together?</b></p> <ul style="list-style-type: none"> <li>I can describe the key features of Christmas e.g., church services, carols, symbols of light, thanksgiving.</li> <li>I can explain what light represent at Christmas for Christians.</li> <li>I can recall some facts about the birth of Jesus from the two Gospels about his early life.</li> <li>I can explain what happens at a baptism and describe the artefacts used.</li> <li>I can explain why baptism is an important celebration in the life of a Christian – I understand that it means new life and new beginning for them.</li> <li>I can explain what happens in the Christian story of Easter using key events.</li> <li>I can describe what ‘resurrection’ and ‘new life’ mean in the context of the Christian story of Easter.</li> <li>I understand why Christians consider the resurrection being the most important event in the life of Jesus.</li> </ul>	<p><b>Worldview: Christianity</b> <b>Beliefs and Questions</b> <b>Why do most Christians call God creator?</b></p> <ul style="list-style-type: none"> <li>I can recall the creation of the world and the creation of mankind.</li> <li>I can describe God’s purpose for the creation of the world in simple terms.</li> <li>I can describe God’s characteristic shown in the creation story i.e. powerful and mighty and loving.</li> <li>I can recall some characteristics of God from the psalms e.g., king of the earth, holy, forgiving,</li> <li>I know that all creation is important to God but humans were created in his image to have a special relationship with God.</li> <li>I can explain how the Shabbat is linked to the creation story.</li> <li>I can explain why it is important to look after our world and the environment around us and can make suggestions on what I can do to care for the world.</li> </ul>	<p><b>Worldview</b> <b>Christianity</b> <b>Reality and Truth</b> <b>What questions do stories in the Bible make us want to ask?</b></p> <ul style="list-style-type: none"> <li>Pupils are beginning to ask important questions about texts and beliefs and share their own possible answers.</li> <li>Pupils are beginning to be able to justify their opinions and beliefs, using simple logic and examples.</li> <li>Pupils can use statements for expressing their ideas and give reasons for their suggestions.</li> </ul>
<p><b>Religious visits to support the learning of R.E:</b> Synagogue visit/Rabbi visitor/church visit/Paul the Vicar</p>	<p><b>Religious visits to support the learning of R.E:</b> Synagogue visit/Rabbi visitor/church visit/Paul the Vicar</p>	<p><b>Religious visits to support the learning of R.E:</b> Synagogue visit/Rabbi visitor/church visit/Paul the Vicar</p>