

## All Saints Multi Academy Trust Birmingham

### KS1 RE syllabus

Both year groups to follow Cycle A or Cycle B (for relevant academic year) but **also non-LIEP units from LKS2** for the same cycle for that academic year.

Term	Topic	Learning intentions	Ideas
Autumn 1 (Cycle A)	The Bible	<p>Introduction to special books            What makes a book special?            Why is the bible special to Christians?            How old is the bible?            What stories are in the bible?            Examples to use:</p> <ul style="list-style-type: none"> <li>• Creation</li> <li>• David and Goliath</li> <li>• Jesus and the storm</li> <li>• Daniel and the lions</li> <li>• Escape across the Red Sea</li> <li>• House on the rock and sand</li> </ul>	<p>Children can discuss their own favourite books and why they enjoy them so much. Look at different versions of the bible and ensure children understand that the bible has stayed the same throughout the last 2000 years.            Focus on a different bible story each week bringing it alive with drama, art, music etc. Ensure the children are immersed in each story and can retell it confidently.</p>
Autumn 2 (Cycle A)	Christmas – visitors to the baby <i>Majority of RE teaching will come through learning the nativity play</i>	<p>How did people know the baby was special?            Mary and Joseph            Shepherds            Wise men            King Herod</p>	<p>Focusing on each member of the nativity story, children should be able to explain how why the baby was special and how they were welcomed. Look at photos of Israel and discuss how different life would be for baby Jesus and his visitors than for a new baby today. A lot of this will come through nativity rehearsals etc.</p>

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<p>Spring 1 (Cycle A)</p>	<p><b>Visiting a church</b></p>	<p>Why do people go to church?          What happens in a church service?          Who is in charge of the church?          What celebrations take place in a church?          What will we see inside the church?          How is a church decorated?</p>	<p><i>This unit is about preparing or working from the trip to a place of worship and to give children a fundamental understanding of active faith and acting on a religion. Use lots of props, videos and hands on experience for the children to feel confident in asking questions and explaining their opinions when on the trips. <b>The LIEP units are deliberately similar as it means children can have a good understanding of the basics in each place of worship.</b></i></p>
<p>Spring 2 (Cycle A)</p>	<p><b>Visiting a pagoda</b></p>	<p>Why do people go to a pagoda?          What happens in a pagoda?          Who is in charge of the pagoda?          What celebrations take place in a pagoda?          What will we see inside the Pagoda?          How is a Pagoda decorated?</p>	<p><i>This unit is about preparing or working from the trip to a place of worship and to give children a fundamental understanding of active faith and acting on a religion. Use lots of props, videos and hands on experience for the children to feel confident in asking questions and explaining their opinions when on the trips. <b>The LIEP units are deliberately similar as it means children can have a good understanding of the basics in each place of worship.</b></i></p>

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<p>Summer 1 (Cycle A)</p>	<p>Journeys</p>	<p>Why do people go on journeys? Visiting people we love Story of Abraham Story of the Israelites in the desert Pilgrimage to Mecca Pilgrimage to Lourdes Planning our own special journey</p>	<p>Children should end this unit seeing that faith impacts choices in life. Children should discuss and share journeys they've been on before looking at pilgrimages from different faiths. Why will people make these journeys. Get the children to plan a trip to a special place for them. Get them to reflect on how different places make us feel.</p>
<p>Summer 2 (Cycle A)</p>	<p>Caring for others</p>	<p>What does Jesus teach about looking after others? What does Mohammed teach about looking after others? Who in our community looks after people? Why do they do it? Why should we look after animals? What can we do to look after our world?</p>	<p>Children should be given opportunities to look at Christian and Islamic reasons for caring for others and stories that link to this. They then need to look at people in their own life and community and think about why we help others. Children could thank those who look after them or think of ways they can look after others.  It may be worth getting visitors in such as a nurse or policeman and get them to discuss why they do their jobs.</p>

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Autumn 1 (Cycle B)	People Jesus met	<p>To understand who Jesus was. Where? Who were his family? What was life like? Jesus the teacher People Jesus met</p> <ul style="list-style-type: none"> <li>• Jesus meets the fishermen (Luke 5:v1-11)</li> <li>• Jesus and the paralysed man (Mark 2:1-12)</li> <li>• Jesus and Jarius' daughter (Luke 8: 40-42 and 49-56)</li> <li>• Jesus and blind Bartimaeus (Mark 10 v 46-52)</li> </ul> <p>Jesus and Zacchaeus (Luke 19 v1-10)</p>	<p>Other than assemblies, children are unlikely to have much understanding of who Jesus is. It may be worth starting with key events that children would have heard before such as nativity and easter. What can they remember about who Jesus is?</p> <p>By looking at a different meeting with Jesus each week children will begin to build a picture of who he is. Bring the stories alive with drama and art and let them interpret how the different individuals would be feeling.</p>
Autumn 2 (Cycle B)	<p>Christmas – celebrations and festivals</p> <p><i>Majority of RE teaching will come through learning the nativity play</i></p>	<p>Why do Christians celebrate Christmas? How do Christians celebrate? Where do Christians celebrate? What is the same around the world and what changes? How do hot countries celebrate Christmas?</p>	<p>Using a range of resources and media, look at different celebrations around the world. What is it that is consistent between different cultures and what changes? Get the children to discuss what they do at significant celebrations. Try some food and songs etc from around the world. Potential trip to German market?!</p> <p>Most of the main bible teaching will come through the children learning the nativity play and songs.</p>

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<p>Spring 1 (Cycle B)</p>	<p><b>Visiting a synagogue</b></p>	<p>Why do people go to a synagogue? What happens in a synagogue service? Who is in charge of the synagogue? What celebrations take place in a synagogue? What will we see inside the synagogue? How is a synagogue decorated?</p>	<p><i>This unit is about preparing or working from the trip to a place of worship and to give children a fundamental understanding of active faith and acting on a religion. Use lots of props, videos and hands on experience for the children to feel confident in asking questions and explaining their opinions when on the trips.</i> <b>The LIEP units are deliberately similar as it means children can have a good understanding of the basics in each place of worship.</b></p>
<p>Spring 2 (Cycle B)</p>	<p><b>Visiting a mosque</b></p>	<p>Why do people go to Mosque? What happens in a Mosque service? Who is in charge of the Mosque? What celebrations take place in a Mosque? What will we see inside the Mosque? How is a Mosque decorated?</p>	<p><i>This unit is about preparing or working from the trip to a place of worship and to give children a fundamental understanding of active faith and acting on a religion. Use lots of props, videos and hands on experience for the children to feel confident in asking questions and explaining their opinions when on the trips</i></p>



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<p>Summer 1 (Cycle B)</p>	<p>Signs and Symbols</p>	<p>Religious symbols,  Cross- Christianity Aum –Hinduism Wheel – Buddhism Star and Crescent – Islam Magen David – Judaism Khanda – Sikhism</p>	<p>Ensure children understand what a symbol is. Where do we have signs and symbols? Look at special ones for the children such as the school logo and discuss what the different parts mean. Look at each religious symbol and research why it is used. What does it mean to those people in the faith? Why do people have it on their place of worship? Illustrate the six faith symbols in one of a variety of ways: for example, drawing and labeling, collage, painting, clay and sewing, give own explanations.</p>
<p>Summer 2 (Cycle B)</p>	<p>What are easy questions? Why are some answers difficult?</p>	<p>Asking questions Recognising we might not know the answers Recognising that different people may have different answers Sharing opinions</p>	<p>Discuss why we ask questions, for example to discover facts, to get to know someone. The kinds of questions which can be asked, for example, Who? What? Where? The kinds of questions you like to be asked “Would you like some chocolate?” Questions you do not like to be asked, for example, “Have you tidied your room?” We do not always like the answers to some questions. Check whether everyone has the same answer to a question, for example, the best football team. Discuss how answers may depend on own feelings, experience and choice. Pupils each write their own questions starting with Who, What, Why, Where or How? To put in a class made box entitled ‘I Wonder why?’ for pupils to select randomly and try to answer in small groups or pairs or provide an ‘Ask it Basket’. This topic will work best if planned with the children’s questions. As best as possible look at Christian and Islamic answers to their questions as well as their own opinions.</p>



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