



The Big Picture

Why do Christians say that God is a father?

Who can I always talk to?

How do families care for and support one another in good times and bad?

Why do we talk about the good and bad things at the end of each day?

Why might Christians compare God to a loving parent?

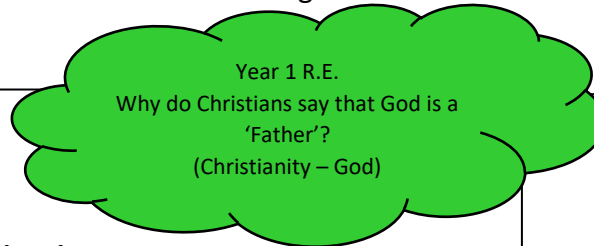
This unit enables pupils to explore Christian use of the term 'father' to address God, especially in prayer (Our Father...). In Hebrew, the term Abba best translates as 'daddy', suggesting a loving and personal relationships with God. Pupils should consider the importance of prayer in Christian life. They should reflect on the human need for loving relationships, comfort and someone to talk to – both in good times and bad

What do we already know? Knowledge retrieval:

That Christians and Jews believe that God told his people to look after the world.

That Christians and Jews share a story which tells them that God created the world.

Muslims call their God 'Allah'.



Castle View Religious Education objectives

Children will:

Know that Christians refer to God as 'Father'

Be able to talk about why Christians might compare God to a loving parent.

Be able to talk about how and why Christians might want to talk to God.

Be able to suggest symbolic meaning of rituals and items used in Christian prayer.

Be able to talk about the importance of love in families

Be able to talk about the ways in which they are cared for and supported by family members and how this is similar to the Christian faith

Be able to reflect on their own role within the family

Know who they can talk to when they are feeling happy/ sad/ worried

Key vocabulary and understanding

Christian, God, parable, relationships, Lord's prayer, beliefs, sins, praying/prayer, church, communicate

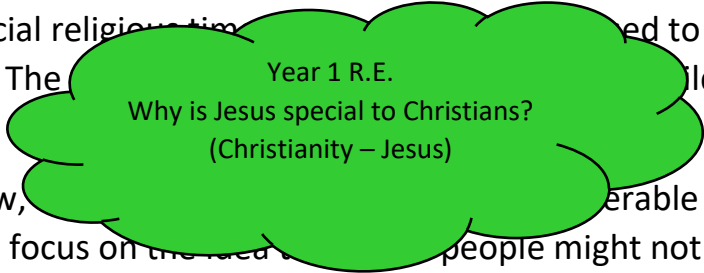
Lesson outlines:

Shared human experiences  
Beliefs and values  
Living religious traditions  
Search for personal meaning



The Big Picture

This unit gives children the opportunity to explore the Christmas nativity story and to gain an understanding of why Jesus is believed to be a special baby. They should begin to think about why Christmas is a special religious time (not just a time for a special tradition of exchanging gifts). The unit is designed to help children to see Christmas as more than simply a cultural tradition (of exchanging gifts). The unit is designed to help children to the concept of the incarnation.



They should also consider how, in the Christmas story, people are vulnerable and in need of help. They should particularly focus on the idea that some people might not be able to help themselves and why helping those in need might be an important shared human value.

What do we already know? Knowledge retrieval:

That Christians believe Jesus is the son of God.

Castle View Religious Education objectives

Children will:

- Know a simple version of the nativity story.
- Talk about why Christians would say that Jesus is a special baby
- Talk about how different characters in the nativity welcome baby Jesus
- Identify religious aspects of Christmas celebrations
- Talk about why Christmas is a special time for Christians
- Consider how and why babies might be special and why they need love and care.
- Talk about the importance of looking after those who cannot help themselves.
- Talk about their own beginnings and how they were welcomed into the family
- Be able to reflect on who has helped the in life so far.

Key vocabulary and understanding

Nativity, Jesus, beliefs, God, celebration, love,

Lesson outlines:

- Shared human experiences
- Beliefs and values
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The Big Picture

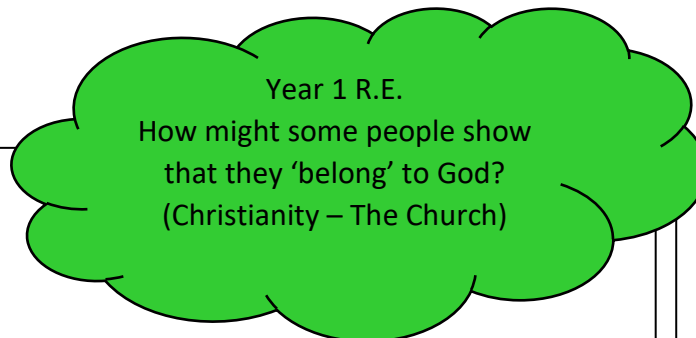
In this unit children will explore how the rite of baptism shows that Christians belong to Gods’ family - the Church. They will identify symbols, items and people linked to baptism and will reflect on why, in some Christian communities, parents choose to have their baby baptised. This will build on their prior learning about Christian belief in God the Father and how religious beliefs might be expressed through symbolic images and actions.

The focus of the enquiry is on belonging, sharing and learning within the practice of baptism and in pupils’ lives.

What do we already know? Knowledge retrieval:

Different religions go to different places of worship.

For Christians it is the Church.



Castle View Religious Education objectives

Children will:

- Know that some Christians welcome babies into God’s family (the Church)
- Be able to talk about what it might mean to belong to the Church family
- Identify features of baptism, e.g. the font, candles, godparents
- Be able to talk about why parents might want to have their child baptised
- Be able to talk about what it means to belong to a family
- Be able to talk about the role of families in raising children
- Be able to talk about their own identity as part of a family and part of the school community

Key vocabulary and understanding

Church, baptism, font, ceremony, cross, belong

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
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The Big Picture

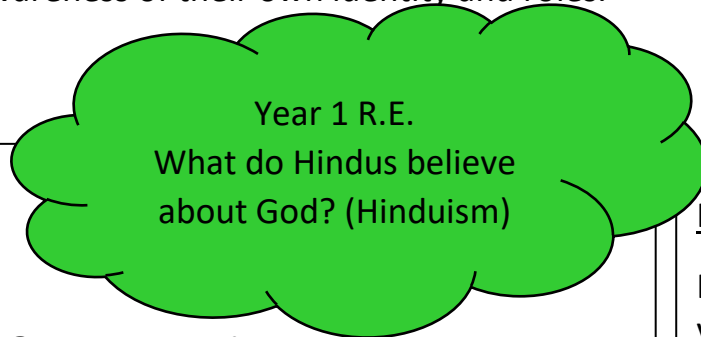
This unit gives children the opportunity to explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. This unit should build on their prior learning about the use of symbolism to express religious beliefs. Children should be able to talk about how images of the deities in Hinduism are a visual representation of beliefs about God.

Children should also have opportunities to think about the complexity of identity and how people may be seen in different ways according to their role and relationship. There will be opportunities for children to develop self-awareness of their own identity and roles.

What do we already know? Knowledge retrieval:

Hindus celebrate the story of Rama and Sita as the triumph of good over evil.

Children should know that Hindus celebrate with a festival called Diwali.



Castle View Religious Education objectives

Children will:

- Know that Hindus believe in one God in many forms.
- Know that Hindus believe that God is present in all living things
- Be able to suggest what Hindus might learn about God from the story of the blind men and the elephant
- Talk about how and why Hindus might use statues in their worship
- Suggest symbolic meanings
- Talk about the different ways that people can be seen and described.
- Consider how people might have multiple roles
- Reflect on how others might see them
- Talk about different roles they might have (friend, brother, child, sister etc)

Key vocabulary and understanding

Hindu, Hinduism, murtis, role, Trimurti (Shiva, Vishnu, Brahma), Ganesh,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit enables pupils to examine the Muslim belief in Allah as creator. The focus is to encourage pupils to consider Allah’s role in creating and sustaining the world, and humankind’s response to Allah. Pupils should think about and reflect on their responsibility towards creation. They should begin to develop an understanding of how Muhammad (pbuh) is seen as a role model for Muslims and how the teachings of the Prophet might influence how and why a Muslim might care for the natural world. The experiences of the life of the prophet in this unit this should be explored through story. Pupils should have opportunities to discuss and demonstrate their understanding in a variety of ways. Pupils should also have opportunity to personally reflect on their own beliefs and values about the importance of caring for the natural world. They should consider their own responsibility and how they could actively contribute towards caring for the planet.

What do we already know? Knowledge retrieval:

- Muslims call their God ‘Allah’.
- Muslims believe they should be grateful and thank God for all that is provided.
- Children should know that Muslims celebrate Ramadan and Eid.

Castle View Religious Education objectives

Children will:

- Know that Muslims believe in one God (Allah)
- Know that Muslims believe the world was created by God
- Talk about why Muslims might value the natural world.
- Know that Islam teaches that humans should be caretakers
- Suggest how Muslims might show respect for God by caring for the natural world.
- Talk about their own experiences and feelings about the natural world and what they have noticed about the way humans treat it.
- Reflect on how they treat the natural world and if they have a duty too look after it.

Year 1 R.E.  
How might beliefs about creation affect the way people treat the world? (Islam)

Key vocabulary and understanding

Islam, Muslim, Allah, Prophet, Khalifa,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

In this unit, children will have the opportunity to explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed.

They will learn about the story of Noah and the symbol of the rainbow as God’s promise never to send a flood to destroy the world again. They will investigate the festival of Sukkot as an annual reminder to the Jewish community to be thankful to God for all he has done.

Pupils will also have opportunities to talk about why promises and trust are an important aspect of human life. They will think about how we know whether or not people are trustworthy and reflect on their own values about the importance of being someone who is trusted by others.

What do we already know? Knowledge retrieval:

Christians and Jews believe they should look after the world as a way of doing what God wants.

Jews actively look after the environment and promote the care of God’s world.

Year 1 R.E.  
Why might some people put their trust in God? (Judaism)

Castle View Religious Education objectives

Children will:

Give an example of a key belief (e.g. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)

Give an example of a core value or commitment (trusting that God will keep his promise)

Use some religious words and phrases to recognise and name features of religious traditions

Talk about the way that religious beliefs might influence the way a person behaves (i.e. Noah and Abraham, Jewish people should trust that God keeps his promises).

Notice and show curiosity about people and how they live their lives

Notice that trust is an important part of human life

Be able to ask questions about the importance of trust and who they can rely on/trust in their own lives.

Key vocabulary and understanding

Judaism, Jew, Jewish, Sukkot, festival, trust, Sukkah,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning