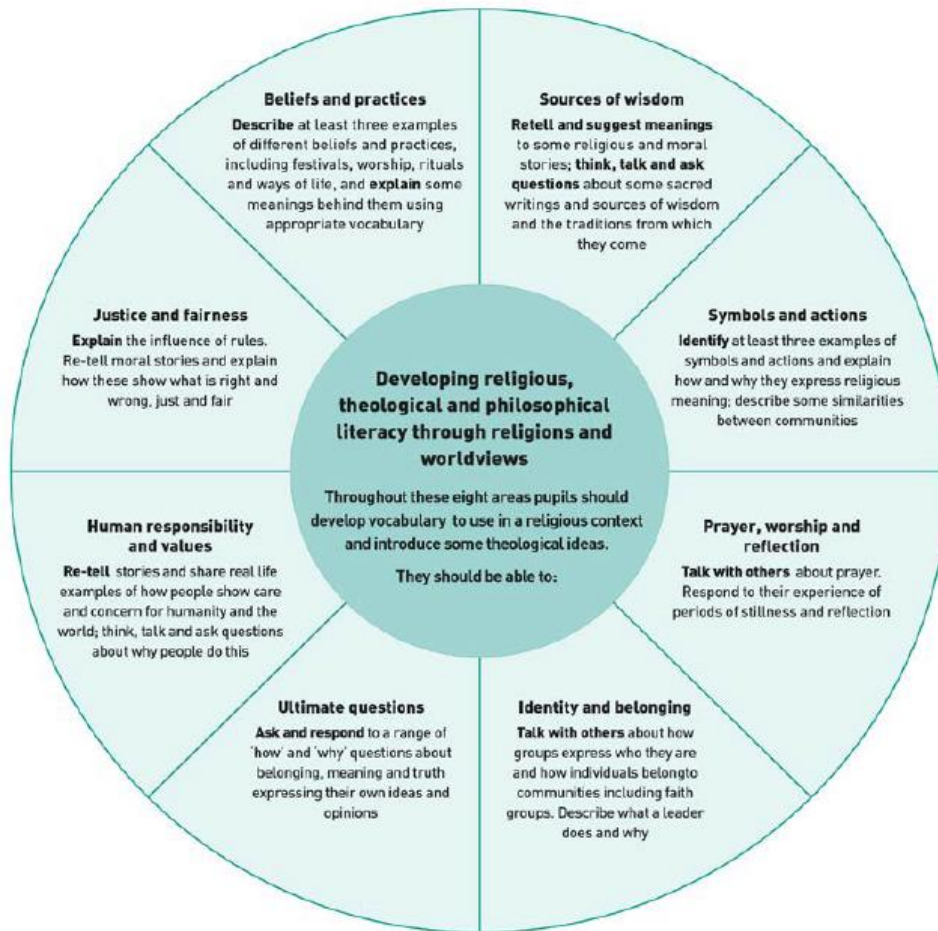


## Y1 RELIGIOUS EDUCATION

The Hertfordshire Agreed Syllabus enables schools to achieve high quality RE for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews<sup>1</sup>, which guide people through life. RE aims to enable pupils to become religiously, theologically and philosophically literate<sup>2</sup> so they can engage in life in an increasingly diverse religious and secular society. It is not about telling pupils what views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.



### Beliefs and practices

Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to **find out about the meanings behind them**

### Sources of wisdom

**Retell and suggest meanings** to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and **recognising** the traditions from which they come

### Symbols and actions

**Recognise** how and why symbols and actions express religious meaning, appreciating some similarities between communities

### Prayer, worship and reflection

**Respond to and reflect on** what individuals and communities do and why, so that pupils begin to **understand** what prayer, worship and reflection **mean to a religious community**

### Identity and belonging to a family

**Notice and talk about** how groups express their identity and belonging. **Listen to and talk** with people including leaders who belong to a faith community about how their commitment affects their lives

### Ultimate questions


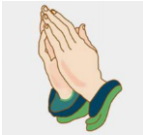
**Explore** questions about belonging, meaning and truth so that they can **express their own ideas and opinions**

### Human responsibility and values

**Respond to** stories and real-life examples of how and why people show care and concern for humanity and the world

### Justice and fairness

**Reflect on** ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others

1	Autumn	Spring	Summer
	Identity & Belonging Human Responsibility and Values	Prayer, Worship & Reflection Human Responsibility and Values	Symbols & Actions Human Responsibility and Values
Key Focus	Talk about how groups express who they are and how individuals belong to communities including faith groups  Describe what a leader does and why	Know how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Identify and describe similarities and differences of symbols and actions between and within communities
Key Questions	<b>How do faith groups express who they are?</b> <b>How do faith groups welcome others?</b> <b>What does a leader do and why?</b>	<b>What does prayer, worship and reflection mean to a religious community?</b> <b>What do periods of stillness and reflection look like to me?</b>	<b>How do symbols and actions can express religious meaning and why?</b> <b>What are the similarities between communities?</b>
Vocabulary	welcoming babies, holy, leaders, thankful, Shabbat, Jewish, Beliefs, celebrate, Ceremonies, five K's, inclusion	Worship, The Lord's Prayer, rosary, Christians Jesus, religious artefacts, holy, Hindus offerings, incense, Sewa, Langar, Sikh	Light, water, a tree, religious symbol, design places of worship, feelings, darkness, candle artefacts, Christian church, baptism atmosphere, celebration, cross, daily pattern incense, stained glass window
	Other Events Harvest and Remembrance  	Other Events  	Other Events  