



Questful RE Unit Overview

Year 1 – Unit 1:1 – Harvest

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KEY QUESTION	AIM	
How can we help those who do not have a good harvest?	<ul style="list-style-type: none"> • develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the gifts of the harvest. • increase awareness that the food we eat is harvested and distributed all around the world • raise awareness and that in the UK our harvest is usually plenty but in some other countries around the world the harvest fails. • discuss what the response of Christians should be to the need of others. • to explore the Jewish festival of Sukkot 	
LESSON OUTCOMES	Pupils will know that -	Pupils will be able to –
	<ul style="list-style-type: none"> • develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the gifts of the harvest. • increase awareness that the food we eat is harvested and distributed all around the world • raise awareness and that in the UK our harvest is usually plenty but in some other countries around the world the harvest fails. • discuss what the response of Christians should be to the need of others. • to explore the Jewish festival of Sukkot 	<ul style="list-style-type: none"> • talk, using religious language, about Harvest Festival Celebrations. • express feelings about the issues raised by Christian Aid/Tear Fund materials etc. • ask questions about their own and others’ experiences. • talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated.
	Key Vocabulary: Harvest and Harvest Festival	Key Questions: <ul style="list-style-type: none"> • develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the gifts of the harvest. • increase awareness that the food we eat is harvested and distributed all around the world • raise awareness and that in the UK our harvest is usually plenty but in some other countries around the world the harvest fails. • discuss what the response of Christians should be to the need of others. • to explore the Jewish festival of Sukkot
	Christian values: Service, Justice, Compassion, Generosity	Key Skills: Empathise, Investigate, Enquire



Questful RE Unit Overview

Year 1 – Unit 1:9 – My World, Jesus’ World

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KEY QUESTION	AIM	
How is the place where Jesus lived different from where we love now?	<ul style="list-style-type: none"> • help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus’ world over 2000 years ago • talk about the human nature and experience of Jesus as he lived in the world at that time. • to begin children on a journey of understanding that Jesus was a Jew and would have followed Jewish law and traditions. 	
LESSON OUTCOMES	Pupils will know that -	Pupils will be able to –
	<ul style="list-style-type: none"> • Jesus lived a long time ago (over 2000 years) and the world we live in is very different to Jesus’ world • Jesus was Jewish not Christian • Jesus attended the Synagogue • some of Jesus’ life experiences were just like ours. Therefore, Christians believe Jesus the Son of God knows exactly what life is like for us. • Jesus celebrated Jewish Festivals e.g. Passover 	<ul style="list-style-type: none"> • talk confidently about their own life and experiences. • talk confidently about the Jewish features of Jesus’ life. • talk about what they find puzzling or interesting. • talk about the similarities and differences between our world and Jesus’ world • using Bible stories to illustrate. • recognise that some foods have special symbolic meaning in religious practice.
	Key Vocabulary: Jesus, Jerusalem and Nazareth	Key Questions:
Christian values: There are no specific values to be explored in this unit	Key Skills: Investigate, Enquire	



Questful RE Unit Overview

Year 1 – Unit 1:3 - Christmas

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KEY QUESTION	AIM	
Why do we give and receive gifts?	<ul style="list-style-type: none"> • deepen the children’s understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God. • discuss the thoughts and feelings associated with giving and receiving gifts. 	
LESSON OUTCOMES	Pupils will know that -	Pupils will be able to –
	<ul style="list-style-type: none"> • Christians believe that Jesus is God’s gift to the world. • The Wise Men (Magi) visited Mary, Joseph and Jesus after Christmas. • Christians believe that the gift of Jesus shows God’s love and care for the world. • Christians believe Jesus is God’s son - the promised Messiah 	<ul style="list-style-type: none"> • Talk about the feelings associated with giving and receiving gifts. • Retell the nativity story in two parts, a) the shepherds and b) the wise men. • Talk about giving gifts that are not objects.
	Key Vocabulary: Gift, Wise Men, Magi, Jesus, and promise	Key Questions: <ul style="list-style-type: none"> • Why do people give and receive gifts at Christmas? • Why is Jesus described as a gift? • How does it feel when you give and receive gifts? • What is the best gift you have ever received?
Christian values: Love, Generosity, Thankfulness	Key Skills: Investigate, Empathise, Reflect	



Questful RE Unit Overview

Year 1 – Unit 1:4 - Jesus

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KEY QUESTION	AIM	
What made Jesus special?	<ul style="list-style-type: none"> • explore Bible stories that reveal Jesus’ power and divine nature. • talk about how and why Christians believe Jesus was/is the Son of God. 	
LESSON OUTCOMES	Pupils will know that - <ul style="list-style-type: none"> • the stories of Jesus’ miracles can be found in the Gospels in the New Testament. • Christians believe that the miracles reveal Jesus as the Son of God. 	Pupils will be able to – <ul style="list-style-type: none"> • talk about their own feelings and experiences. • ask and respond sensitively to questions about their own and others’ feelings and experiences. • retell stories of Jesus covered in this unit. • make the connection between the Bible stories and Christian beliefs about Jesus.
	Key Vocabulary: Jesus, Son of God, friendship, miracle and disciple.	Key Questions: <ul style="list-style-type: none"> • What does special mean? • Jesus was special. How? Why? • What made Jesus special? • Who were the special friends of Jesus and how did they try to follow his teachings? • Why did the wind and waves obey Jesus?
	Christian values: Friendship Compassion Trust	Key Skills: Empathise Reflect Interpret



Questful RE Unit Overview

Year 1 – Unit 1:5 - Easter

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KEY QUESTION	AIM	
What do you think is the most important part of the Easter story?	<ul style="list-style-type: none"> • give children an opportunity to reflect upon the miracles of nature and new life during springtime. • for pupils to hear and be able to retell the Easter Story. • make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection. 	
LESSON OUTCOMES	Pupils will know that -	Pupils will be able to –
	<ul style="list-style-type: none"> • the events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs. • Christians believe that Easter is a new beginning • Christians believe that Jesus died and rose back to life again. 	<ul style="list-style-type: none"> • recall events of the Easter story • reflect on the awe and wonder of new life and changes in nature. • talk about their own experiences of Easter and springtime. • retell the events of the Easter story.
	Key Vocabulary: Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden and tomb.	Key Questions:
Christian values: Faith Hope Love Joy	Key Skills: Investigate, Reflect	
<ul style="list-style-type: none"> • What do you think is the most important part of the Easter Story? • In what way is the Easter Story about new life? • How do you think people feel when someone they love has died? • How does the life cycle of a butterfly reflect the events of Easter? • Why do Christians believe Easter is a new beginning? 		



Questful RE Unit Overview

Year 1 – Unit 1:7 - Baptism

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KEY QUESTION Why is baptism special?	AIM <ul style="list-style-type: none"> • deepen children’s understanding of what it means to belong through exploring the celebration of baptism • to explore the ways in which people of faith welcome babies. 	
LESSON OUTCOMES	Pupils will know that - <ul style="list-style-type: none"> • baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church. • water is a symbol of baptism. • people can be baptised at any age, in the font at church, in a pool, a river or the sea. • Jesus was baptised in the river Jordan by John the Baptist. • people of world faiths welcome new babies in special ways. • the words of the call to prayer are whispered in the ear of new born Muslim babies. • giving babies a meaningful name is important to people of faith 	Pupils will be able to – <ul style="list-style-type: none"> • talk about what belonging means to them. • use religious vocabulary such as vicar, priest, font, baptism church and prayer. • tell you about what happens when a baby is baptised. • talk about the ways in which people of world faiths welcome new babies. • talk about why there are dates and honey in your chatterbox. • Talk about why sometimes hair is shaved from the new-born’s head.
	Key Vocabulary: Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water and belonging.	Key Questions: <ul style="list-style-type: none"> • What does it mean to ‘belong?’ • What is baptism? Why are some people baptised? • Why is baptism special? • What is a promise? Where is it kept? How is it kept? • What makes a person feel they are part of God’s family? • How do people of faith welcome new babies? • How do people of faith welcome new members? • Why are names important?
	Christian values: Faith, Love	Key Skills: Investigate, Apply, Empathise



Questful RE Unit Overview

Year 1 – Unit 1:2 - Creation

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KEY QUESTION What are your favourite things in creation?	AIM <ul style="list-style-type: none"> • give children the opportunity to develop their perceptions and understanding of God. • provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world. • to explore what people of Muslim and Hindu faith believe about how the world was created. 	
LESSON OUTCOMES	Pupils will know that - <ul style="list-style-type: none"> • Christians, Muslims, and Hindus believe that God created the world. • the creation stories are at the very beginning of the Bible and be able to recall details briefly. • Christians, Muslims, and Hindus believe that people should be taking care of our world. • Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God. 	Pupils will be able to – <ul style="list-style-type: none"> • talk about what they find amazing, interesting or puzzling in creation. • understand that they are creative beings and enjoy their creative skills.
	Key Vocabulary: God, Creation, Genesis, pollution, world, environment.	Key Questions: <ul style="list-style-type: none"> • What do people of faith believe about God as creator of the world? • I wonder how God felt when he had made the world? • How have the actions of people spoilt the world? • What do you feel about the wonder of creation? • What are your favourite things that God created?
	Christian values: Creativity, Respect Reverence	Key Skills: Investigate, Reflect, Interpret