




| Theology | Philosophy | Social sciences |
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Overview

In Key Stage 1 pupils explore **Christianity** and **Judaism** in some depth, plus one other religion or non-religious worldview (Bahai faith)

Learning in **Year 1** builds from EYFS, thinking about the uniqueness of the individual and what it means to belong. Children talk about what is important to them and others, valuing themselves and reflecting on their own feelings and experiences. They explore what it means to belong to a faith family, becoming a member and keeping the rules. Pupils learn about naming ceremonies, how and why people worship; connect symbols and artefacts and sacred texts to the appropriate faith and begin to learn about different beliefs about God and the world around them. Stories, artefacts and other religious materials are used to help pupils recognise that beliefs are expressed in a variety of ways; they are introduced to key religious concepts and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief to different people. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations.

Learning in **Year 1** explores aspects of religion and belief in greater depth and introduces non-religious worldviews. Children will be able to explain what temptations there are in their own lives and how they make their own choices linking to British values. They will

be introduced to key figures from Old and New Testaments, alongside stories from other religious traditions; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs. Children will also be encouraged to develop and explore their own Big Questions about the world and how other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree.



y1
Unit 1.2: Worship
Key Question: Why worship?



About this unit:

Considered through a **social sciences** and **theological** lens, this unit builds on children's previous learning around 'special' places and objects in EYFS. Throughout the unit, take opportunities to visit places of worship, either in real time or virtually; identify key features; and link to cross-curricular studies in the local community.

Prior learning:

Be able to talk about their special place, where is it? Why is it special?

Know places that are special to certain groups of people, such as the football/rugby stadium

Key vocabulary:

churches and other places of worship, features of the building, holy days

End points:

How and why do people of faith worship?

- describe different ways people may worship

These contribute to the following End of Key Stage statement:

- recognise aspects of worship common to more than one faith
- reflect on the importance of worship in the life of a believer

How is a place of worship used?

- name the parts of two places of worship for different faiths
- describe how the building and its artefacts are used in different ways

What makes a holy book special?

- recognise and name the holy books of different faiths
- retell a story from two different faiths and say what they mean for the believer

- talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences

By the end of the unit, children will understand how places of worship are used and this leads directly into learning about the celebrations of festivals such as Easter, Eid, Holi, Baisakhi, Pesach.

Also see the Easter unit which may follow.




Y1
MTP Spring
Unit 1.2: Worship



Key Question: Why worship?

Children start this unit by talking about what makes a place special, linking personal knowledge to the concept of 'worship' and places of worship in the community/local area.

| Learning Objective | Key Knowledge | Recorded Learning | Useful links (If the link does not open, please find URL on final page.) |
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| Session 1 What makes a place special?  | Drawing on children's prior knowledge, discuss: What makes a place special? Have you got a special place? Where is it? Why is it special? Expand further by listing places that are special to certain groups, such as a football or rugby stadium ... | After discussing what makes a place special, children draw a picture of a place that is special to them. It could be a garden, a park, Grandma's house, his/her bedroom. Why is the place they've chosen special to them? Do they feel safe? Is it fun? Is it a calm place to think and reflect? Children write a sentence saying: 'This place is special to me because...' | |
| Session 2 What is worship? | Looking at how people worship in different faiths, discuss: What does the word 'worship' mean? | Activity: Children to have a template of a church. Children draw and write down the list of things that happen within the holy place of worship. | Places of worship for kids Places of worship and religious books |





To worship means to act in a way that shows great respect and/or love for someone. People often worship God.

Where can people worship?
Tell the children that for many people of faith, a 'place of worship' is a special place. It is a place or building where they worship. What holy buildings do the children know already?
Show children the video about the different places of worship.

How do people worship?
Come up with a list of things people of faith might do in a place of worship:

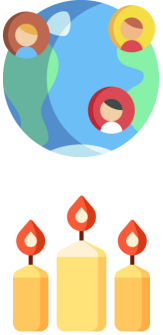
- meeting and talking with others
- reading and learning about their religion
- spending quiet time alone, thinking
- celebrating special events in someone's life, such as a wedding

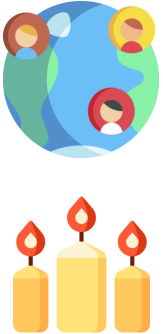

For teacher information:
[Worship Definition: How Does the Bible Define Worship? - Worship Deeper](#)

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| | <ul style="list-style-type: none"> ● celebrating religious festivals ● singing/music ● praying <p>What is worship? Where can people worship? At home? At a place of worship?</p> | | |
| <p>Session 3</p> <p><i>What places of worship are in the community and/or local area?</i></p>   | <p>Use Google Maps to locate places of worship in the community/local area.</p> <p>Consider the idea that a place of worship is special to a group of believers. Remind the children of the places of worship discussed in the last lesson:</p> <ul style="list-style-type: none"> ● church ● synagogue <p>Do we have any of these places of worship near to us? Have the children been to a place of worship? Seen one? If they've never been, how do they know it is there? What have they noticed? Have they seen people congregating outside a church on a Sunday morning? Have they seen Jewish men wearing</p> | <p>Activity:</p> <p>Look at Google Maps and locate places of worship in the local area.</p> <p>List the places of worship found in the local area.</p> | <p>Google Maps Google Earth yell.com</p> |

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| | kippahs near the synagogue on a Friday or Saturday during shabbat? Have they heard an Islamic call for prayer? | | |
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Next, children investigate what happens in different places of worship (including worship at home), considering similarities and differences. They also explore different faith leaders, considering roles, clothes, activities and reasons for going to a place of worship.



| Learning Objective | Key Knowledge | Recorded Learning | Useful links (If the link does not open, please find URL on final page.) |
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| Session 4 What happens in a church?  | Who goes there? Why? How do people worship in a church? Do people worship at home? Watch a video about the Christian place of worship: a church. Make notes about what happens in a church. What special features does a church have? Discuss the features listed below. | Activity: Draw a Christian place of worship and draw/write what happens there. Children could include: <ul style="list-style-type: none"> ● a cross ● the bell tower ● wooden pews ● alter (table) ● organ ● font (basin) ● candle ● lectern ● pulpit ● stained glass window | Tour of a church – Part 1 Different features of a church Video 1 – font Video 2 – pulpit and organ Video 3 – communion and stained-glass windows Video 4 – graveyard Video 5 – what vicars wear |
| Session 5 What happens in another | Start by discussing: <i>What happens in another place of worship?</i> Who goes there? | Draw a place of worship from another faith and say what happens there. Dive deeper, question further | Places of worship |

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| <p>place of worship?</p>  | <p>Why? How do people worship in a synagogue? Do people worship at home?</p> <p>Watch videos of another place of worship different to the Christian church: Synagogue/Temple</p> | <p>Consider the special atmosphere in a place of worship or another sacred place. Talk about feelings when watching or participating in an act of worship.</p> | |
| <p>Session 6</p> <p>Who looks after the place of worship?</p>  | <p>Ask: Who leads worship?</p> <p>Discuss the role of: the priest/vicar in Christianity the Rabbi in Judaism</p> <p>What do they wear? What do they do? How do they prepare for worship?</p> | <p>Draw a Priest/Vicar and a Rabbi in their robes.</p> | <p>A day in the life of an Imam</p> <p>A day in the life of a vicar</p> <p>A day in the life of a Jewish Rabbi</p> |

Finally, children find out about how religious artefacts are used in places of worship and at home. They learn about how sacred texts are treated and consider why music is important to worship.

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| Learning Objective | Key Knowledge | Recorded Learning | Useful links (If the link does not open, please find URL on final page.) |
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| <p>Session 7</p> <p>What objects do you find in a church?</p>  | <p>What objects do you find in a church?</p> <p>Visit a church – or make a virtual tour - and look at how different parts are used.</p> <p>Discuss objects found in a church or a Christian home.</p> <p>Consider how religious artefacts are used in a church and at home.</p> | <p>Have photographs of the following:</p> <p>Children can label the photos:</p> <ul style="list-style-type: none"> cross chalice priest's stole bible font pew Easter Garden Easter candle Advent wreath <p>Write a sentence to explain how one of the above is used.</p> | <p>Hull Minster Virtual Tour</p> |
| <p>Session 8</p> <p>What objects do you find in another place of worship?</p>  | <p>What objects do you find in another place of worship? Synagogue.</p> <p>Consider how religious artefacts are used in another place of worship and at home.</p> <p>Visit another place of worship – or make a virtual tour - and look at how different parts are used.</p> <p>Identify and name the objects.</p> <p>Compare different artefacts from different religions/beliefs and discuss similarities and differences.</p> | <p>Activity:</p> <p>Match photographs/drawings of objects found in a place of worship with a name/description.</p> <p>Synagogue:</p> <ul style="list-style-type: none"> memorial board Torah scrolls ark siddur menorah | <p>Beliefs and practices</p> <p>Worship in the synagogue</p> <p>Practices in Sikhism</p> |

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| <p>Session 9</p> <p>How are sacred texts treated?</p>  | <p>What books are special to you? Why?</p> <p>The holy books belonging to a religion are considered sacred. What does sacred mean?</p> <p>Talk about how sacred texts are treated, such as ... the Torah (Judaism) the Bible (Christianity)</p> <p>Read stories from different faiths which have similar messages.</p> | <p>Answer the following question. How should sacred texts be treated? Why?</p> <p>Draw a picture of a sacred book and label the name of the book.</p> | <p>The importance of the Qur'an</p> |
| <p>Session 10</p> <p>Why is music often important to worship?</p>  | <p>Listen to music played in different places of worship. How does it make you feel?</p> <p>Why is music often important to worship?</p> <p>Listen to some music played in different places of worship. How does it make you feel? What's similar? How are they different?</p> | <p>Get the children to write down their favourite piece of music from the examples played. Why is it their favourite? What do they like about it?</p> | <p>Christian hymn, Dear Lord and Father of Mankind</p> <p>Islamic call to prayer</p> <p>Diwali celebration song</p> <p>Buddhism Songs</p> |

Website links

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| Session 1 | |
| Session 2 | Places of worship for kids: https://www.youtube.com/watch?v=Ttwi_ScO55k Places of worship and religious books: https://www.youtube.com/watch?v=A0HU07GYHo Christian definitions of worship: Worship Definition: How Does the Bible Define Worship? - Worship Deeper |
| Session 3 | Google Maps Google Earth yell.com |
| Session 4 | Tour of a church – Part 1: https://www.youtube.com/watch?v=KxLir3p9z8U Different features of a church: https://request.org.uk/resource/restart/2015/01/12/tour-of-a-church/ |
| Session 5 | Places of worship: https://www.reonline.org.uk/specials/places-of-worship/videos.htm |
| Session 6 | A day in the life of an Imam: https://www.youtube.com/watch?v=wHZGmydCLbU A day in the life of a vicar: https://www.youtube.com/watch?v=aVD7ReAFI78 A day in the life of a Jewish Rabbi: https://www.youtube.com/watch?v=1hbUWADlq7o |
| Session 7 | Hull Minster Virtual Tour: https://www.hullminsterheritage.org/panorama |
| Session 8 | Beliefs and practices: https://www.bbc.co.uk/bitesize/guides/zvm96v4/revision/7 Worship in the synagogue: https://www.bbc.co.uk/bitesize/guides/z3sf2nb/revision/1 Practices in Sikhism: https://www.bbc.co.uk/bitesize/guides/zm848mn/revision/1 |
| Session 9 | The importance of the Qur'an: https://www.bbc.co.uk/bitesize/clips/zgx6yrd |
| Session 10 | Christian hymn, Dear Lord and Father of Mankind: https://www.youtube.com/watch?v=Bk7SX3r59sc Islamic call to prayer: https://www.youtube.com/watch?v=4_LN0hznP-A Diwali celebration song: https://www.youtube.com/watch?v=663nOt6v9AE Buddhism Songs: https://www.youtube.com/watch?v=ABY95341Dto |



Key Stage 1 Easter Overview



Key Question: How do Christians prepare to celebrate Easter?

About this unit

Considered through a **social sciences** and **theological** lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across Key Stage 1. It may be useful to consider Spring festivals from other faiths alongside Easter.

Prior learning

This unit builds on learning in the Foundation Stage.

Key vocabulary:

festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day

End points:

Which festivals are important to faith members?

- name some religious festivals and say how faith members celebrate them
- describe and explain some traditions linked to religious festivals

What stories are told at different religious festivals?

- suggest reasons why festivals are important

These contribute to the following End of Key Stage statement:

- describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them
- retell and suggest meanings for some religious and moral stories and say how they influence people today

- talk about how stories are celebrated at different religious festivals

By the end of the unit, children will be able to recognise and recall the Easter story and know why it's important to Christians. They will be able to talk about how Christians celebrate the festival of Easter.






Year 1
Easter
MTP



Key Question: How do Christians prepare to celebrate Easter?

In Cycle 1 children will consider how Christian and non-Christian families prepare for Easter both at home and at church. They will use their senses to explore Easter and find out about traditional festival celebrations. Children will also retell a simple version of the story of Easter through various mediums.

| Learning Objective | Key Knowledge | Recorded Learning | Useful links (If the link does not open, please find URL on final page.) |
|---|---|---|---|
| Session 1 What is Easter?  | Find out what the children know about Easter. Ask questions, such as: What happens at Easter? (i.e., sending cards, buying presents, Easter eggs, hot cross buns, holiday, Easter bunny) How do we know Easter is coming? Are there any clues? How do we feel? How do we prepare for Easter? | Watch the video: Easter Children to write a list/draw as many things that link to Easter, using the video as a stimulus. Create a class list of key vocabulary and display on the working wall. | Easter |
| Session 2 Why is the story of Easter | Find out what the children know about the story of Easter. Ask: | Retell a simple version of the Easter story, focusing on Holy Week and Jesus coming back to life. (sequence pictures or write captions to pictures) | The Christian Story of Easter Easter |

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| <p>important to Christians?</p>  | <p>Has anyone heard of the Easter story before? What happens? Who are the main characters?</p> | <p>Answer the question Why is the story of Easter important to Christians?</p> | |
| <p>Session 3</p> <p>What traditions and customs are linked to Easter?</p>  | <p>Watch a video which explores traditions and customs associated with Easter and various parts of the Easter story. The following activities may be a good place to start: For example:</p> <ul style="list-style-type: none"> ● Shrove Tuesday (make pancakes) ● Ash Wednesday (ash crosses) ● Lent (giving things up) ● Mothering Sunday (cards and gifts for Mum) ● Palm Sunday (palm crosses to make; feel the palm leaves) ● Good Friday (make hot cross buns; vinegar to smell for the crucifixion) ● Easter Day (taste chocolate eggs) | <p>Children to draw objects/things from some of the traditions and label them. Eg draw a pancake, label Shrove Tuesday and pancake</p> | <p>Easter traditions</p> |

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Website links

YEAR 1

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| Session 1 | Easter: https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter |
| Session 2 | Religious Studies KS1- The Christian Story of Easter: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h Easter: https://www.natre.org.uk/uploads/Free%20Resources/Pupil%20resources%20amended/F1%205-7%20RE%20Today%20and%20NATRE%20home%20learning%20Easter.pdf |
| Session 3 | Easter traditions: https://www.youtube.com/watch?v=vpV6jII2VO4 |
| Session 4 | Is heaven for real? https://www.youtube.com/watch?v=HcWxb2IpU3M |