

DOWN AMPNEY PRIMARY SCHOOL
RE TERM 1 KS1: **What do Christians believe God is like?**

<p><u>Gloucestershire Agreed Syllabus for RE</u></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> ❖ Identify what a parable is. ❖ Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. ❖ Give clear, simple accounts of what the story means to Christians. <p>Understand the impact</p> <ul style="list-style-type: none"> ❖ Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. ❖ Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. 	<p><u>Substantive knowledge</u></p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> ❖ Christians believe in God, and that they find out about God in the Bible. ❖ Christians believe God is loving, kind, fair and forgiving, and also Lord and King. ❖ Some stories show these Christian beliefs. ❖ Christians worship God and try to live in ways that please him. <p>Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.</p>	<p><u>Vocabulary</u></p> <p>Holy: something that is considered to be good because it relates to religion</p> <p>Forgiving: stopping blaming or punishing someone for that they have done</p> <p>Prodigal: spending lots of money in a way that is not very good</p> <p>Worship: to praise and follow God</p> <p>Nineveh: an ancient city where people went against what God wanted.</p> <p>Loving: the act of taking care of something or someone because of a strong attachment</p> <p>Father: the first person of the Trinity, who created everything</p> <p>Parable: a story Jesus told that has a special meaning Jonah: a messenger sent from God to the people of Nineveh.</p> <p>God: the all loving and all powerful being that Christians believe created the world and everything in it</p>	
<p>Make connections</p> <ul style="list-style-type: none"> ❖ Think, talk and ask questions about whether they can learn anything from the story themselves, exploring different ideas. ❖ Give a reason for the ideas they have and the connections they make. 	<p><u>Christian Values</u></p> <ul style="list-style-type: none"> ❖ Respect – Love and value everyone as God does. We value everyone’s opinions and beliefs, celebrating our differences. ❖ Trust – Trust is the very essence of faith. When we work together, trusting others, everyone can be enriched and celebrated for their uniqueness. ❖ Courage – Do not be afraid. We have the courage to keep going and take risks as we learn about the faith of others and our own beliefs. 	<p><u>British values</u></p> <ul style="list-style-type: none"> ❖ Mutual respect and tolerance for those with different faiths. ❖ Rule of law – all people are equal before the law. ❖ Democracy – everyone has the right to give their own opinion. ❖ Individual liberty – We are free to make choices about our own beliefs and values. 	<p><u>Bible stories</u></p> <ul style="list-style-type: none"> ❖ The Lost Son (Luke 15:1– 2, 11– 32) ❖ The Lost Sheep and Lost Coin (Luke 15) ❖ Jonah and the big fish: Jonah

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	<p><i>Belonging, Empowering and Succeeding Together – being the BEST we can be every day!</i></p>		
<p><u>Prior learning and knowledge required</u></p> <ul style="list-style-type: none"> ❖ Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world ❖ Retell stories, talking about what they say about the world, God, human beings ❖ Think about the wonders of the natural world, expressing ideas and feelings ❖ Say how and when Christians like to thank their Creator ❖ Talk about what people do to mess up the world and what they do to look after it. 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> ❖ What is a parable? ❖ What is the hidden meaning? ❖ How do parents forgive? ❖ What might a Christian do to show they are sorry? ❖ What happens if forgiveness is not given? ❖ Why is it sometimes hard to forgive? ❖ How does it feel to forgive someone? ❖ What might a Christian say in a time of prayer? 	<p><u>Further application and connections</u></p> <ul style="list-style-type: none"> ❖ Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains. ❖ Offer suggestions about what texts about baptism and Trinity mean. ❖ Give examples of what these texts mean to some Christians today. ❖ Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. ❖ Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	
<p><u>SEN Support</u></p> <ul style="list-style-type: none"> ❖ _Key vocabulary given and explained in every lesson (My turn your turn). ❖ Help desk for any children requiring adult support. ❖ Targeted paired work and groupings which support learning when needed. ❖ Scaffolded writing frames/examples to support writing so that children can show their understanding of RE. 		<p><u>Deeper thinking</u></p> <p>Children can recognise some ways that religions are about big questions. Children ask their own questions about God and values. Children can express their own ideas about some big questions that are posed to them.</p>	