



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?

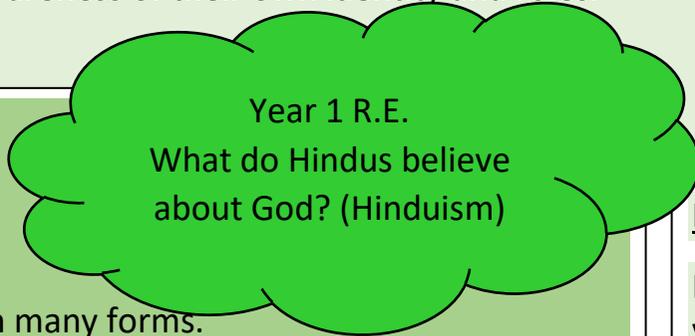
Knowledge retrieval:



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:

1. Shared human experiences
2. Beliefs and values
3. Living religious traditions
4. 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:



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:

1. Shared human experiences
2. Beliefs and values
3. Living religious traditions
4. 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:



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.

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

Key vocabulary and understanding

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

Lesson outlines:

1. Shared human experiences
2. Beliefs and values
3. Living religious traditions
4. Search for personal meaning