**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN FIRST HALF TERM**

**YEAR 1**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 1.1  God’s Great Plan | **Recognise the story of creation from Genesis 1:1-2:3 and that it is the beginning of the Bible** | Recognition of stories can be visual – from being shown a picture – but is principally from hearing stories read and working with a story. In order to recognise the story of creation pupils will have heard the story during the lessons and be able to do one of the following: identify it – that could mean naming it, even pointing to it. It could be a labelling activity. Recognition shows knowledge by recalling that knowledge.  Having the use of a Bible and having a few bibles in the classroom for children to hold – feel the weight and explore – is needed rather than a *God’s Story* or a bible story book from a publisher like Lion. Pupils need to be shown and taught that the story is found at the beginning of the Bible. | What can you see in the picture?  What happens? Can you remember…? What happens next?  What does the story tell us about God?  How many days are there?  What happens on day …?  Where would you find the story of creation?  Why is it the first story? |
|  | **Begin to retell (sequence), in any form, the story of the seven day creation (GD)** | To sequence the story of creation, in any form, means that pupils could use different media to create the seven day story – this could be individually or individual days being brought together to form a sequence. There is also the possibility of matching individual days to their title i.e. a picture to a day. To meet this expectation pupils will be able to use their created sequence to tell the teacher what happens. | Tell me the story of God creating the world?  What happened on each day?  What did God do? |
|  | **Wonder about living in God’s amazing world using ‘how’ and ‘why’ questions** | Saying what they wonder about the story of creation will come from giving time to hear the story and being asked questions about it. There may be ‘how’ questions, but ‘why’ questions are the most significant because they enable the pupils to reflect on the meaning and purpose of life in general as well as the story of creation. | How many days did it take?  Why did God rest on the seventh day?  Why is everything God creates good?  Why did God make the world?  Why did God make us? |
|  | **Talk about their favourite part of creation and say why they like it** | While a pupil could talk in general about a favourite part of the natural world, their pet etc. this is asking them to talk about the creation story. So they could focus on a particular action of God, a particular creature or a particular day. To say why is an additional skill and could elicit basic replies like ‘because I like (whatever it is) to deeper reasons based on a pupil’s knowledge and experience. | Would you rather be… or …? ‘Why?  Which day is best?  Why? |
|  | **Say what the story tells Christians about God and human beings** | About God: *some of the following*  -God is the Creator, He created the universe/world and human beings  - God keeps the universe/world going  - God is really powerful  -Everything that God creates is good. (In some Bible translations it says that God was pleased with what He created (God liked it all).  -He made one day holy – very special – a day of rest, a day to thank God for His creation (depending on the children in class, teachers could mention Sunday as a special day or other Sabbath days)  About Human Beings:  -We are very special to God , He made us to become His friend (made in God’s image)  - God has put us in charge  - We should say thank you to God for His creation, especially on the day of rest (Sunday)  - We have to look after God’s world | What does this day tell us about God?  What does this story tell us about God?  What did God think about what He made?  On which day did God not make anything? What did he do on this day? What does making it holy mean?  Which day is a bit different than the others? Why is it different?  Why do you think God made us?  How should we treat God’s world?  Why is it important to say thank you to God? |
|  | **Give at least two examples how they are able to look after God’s world** | The pupils apply their knowledge that they are asked to look after God’s world by giving two examples. They can tell the teacher orally or draw pictures or write a sentence. The two ideas could include showing care for a creature (their pet) or a part of creation; or helping to conserve the earth by not wasting food/water, tidying up or through recycling etc. | How do you show you care?  What do you do to show you care for God’s creation? |
|  | **Suggest an answer to one big question about God’s world like ‘Why is it important to us (Christians) that God made the world?’ and or ‘Why is the rainbow so important in the story of Noah?’ (GD)** | Depending on how it is answered the first question can tell us something about Creation:  -That everything God creates is good – we are all good.  It can also tell us something about God:  - God loves everything he created.  - He especially loves us.  - He’s really powerful,-  - He wants people to become His friend.  The second question can show a pupil’s understanding that the rainbow is a sign of God’s faithfulness:  - we can trust God  - He will keep His promises. |  |