**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN SECOND HALF TERM**

**YEAR 1**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 1.2 Mary Mother of God / Mary our Mother | **Begin to retell (sequence), in any form, the story of the Annunciation** | To sequence the story of the Annunciation, in any form, means that pupils could use different media to create the story – this could be individually or in partners to bring together a sequence. To meet this expectation pupils will be able to use their sequence to tell the teacher what happens. | What can you see in the picture?  What happens? Can you remember…? What happens next?  What did God want Mary to be?  How did God tell Mary?  How did Mary feel?  What did Mary say? |
|  | **Recognise stories, and some of their details, including the Visitation, Jesus’ birth and the visit of the shepherds and know that they are from 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 the Visitation (of Mary to Elizabeth), Jesus birth (Luke **2**:1-7) and the Visit of the Shepherds (Luke **2**:7-20) pupils will have heard the story during the lessons and be able to identify it. Pupils are not required to retell these stories, but are required to go beyond knowing that it is ‘Mary’s visit to Elizabeth’ or the ‘Shepherds visiting Jesus’ and are able to give *a* *detail* from the story. This can be from questions to pupils about what a character did in the story etc. Answers to questions can be recorded. | After hearing that her cousin Elizabeth was going to have a baby, what did Mary do?  How did Elizabeth know that Mary’s baby would be very special?  In what town was Jesus born?  How do you think Mary and Joseph got to Bethlehem?  Where was baby Jesus put by Mary?  Why did shepherds come and see baby Jesus?  What did the angel say?  Where do we find the story of the birth of Jesus? |
|  | **Talk about, ask questions and say what the story of the Visitation tells them about Jesus, Mary, Elizabeth and their feelings (GD)** | First, Elizabeth says that ***Jesus*** is going to be a very special baby (some pupils may say ‘He’s going to be God’s Son’). Second, ***Mary*** is a really special person because she’s going to give birth to Jesus. If teachers tease out why Mary visits Elizabeth, then pupils could respond to questions about the age of Elizabeth or the fact that she will get tired etc. It shows that Mary is kind because she thinks about other people. She trusts what angel says to her and goes and visits Elizabeth.  ***Elizabeth*** trusts God because even though she’s really old she is going to have a baby  Pupils will also talk about the feelings of the characters in the story of the Visitation. Both Mary and Elizabeth are not just happy at their good news – that they are to have a baby - but overjoyed.  The TB pp. 26-28 or new TB pp. 32-34 has good questions and responses given. | Why do you think Mary went to visit Elizabeth?  How do you think Elizabeth felt about having a baby?  What do we learn about the baby Jesus from this story?  What do we learn about Mary from this story?  What do we learn about Elizabeth from this story? |
|  | **Recognise some symbols of Advent and Christmas** | Pupils will be able to name some symbols of Advent: principally the Advent Wreath and the making of Advent promises. For Christmas, the principal religious symbol is the nativity or crib scene. Other symbols can be an angel or star (e.g. on top of the Christmas tree – not a fairy!) because they remind us of the Christmas story and lights on the tree or in or on the house/in the garden remind us that Jesus is the light of the world (from the Presentation of Jesus story Luke **2**:22-38, esp. v.32). | Do you know what this is called?  Where else might you see it?  Can you do a quick drawing of it from memory?  What promise have you made this Advent?  What does this scene remind you of? |
|  | **Give two examples how Christians get ready for Christmas at home, school and in church (GD)** | Pupils may not be able to give two examples about the Church due to a lack of experience of church during the last year, but the use of photographs of the inside of a Catholic church at Christmas would be a good discussion point. In typical photographs on the www, Catholic churches have a nativity scene (sometimes called the ‘grotto’), the Advent Wreath, and increasingly, churches have Christmas trees sometimes on the sanctuary (the place that houses the altar and the lectern). This expectation can be met if pupils can give two examples of what happens in school, at home and in church. *The expectation is about how we use symbols (artefacts with religious meaning) to get ready for Christmas*. The examples need to be religious rather than simply secular. Therefore, in school examples could be counting the weeks down to Christmas with the Advent Wreath, reading the stories about Christmas in class and perhaps some singing of carols and acting out the nativity in a play. Pupils could give the example of charity collections. At home and school pupils could give the example of putting up the nativity scene (the crib). At home pupils may mention the Christmas tree with either an angel (not fairy) or star atop. Christmas lights could be mentioned as reminders that Jesus is called the Light of the World. | What do we do in school to show we are getting ready to welcome Jesus at Christmas?  Can you give me another example?  Do you do the same at home?  What do you do at home to get ready to welcome Jesus at Christmas? |
|  | **Talk about and give an example how they can use the Christmas story to guide their actions** | This expectation focuses on how beliefs expressed in the Christmas stories (trust of Mary, Elizabeth, Joseph, that Jesus is really special [God’s Son] etc.) or the actions of characters are put into practice in their own lives so that they ready themselves (spiritually) to welcome Jesus at Christmas. A good focus for the pupils is their Advent Promise and how it promises to put into practice e.g. the trust or faith in God of a character like Mary, Elizabeth or Joseph. Staying with the Advent Promise, the teacher may have talked about the importance of the colour purple on the Advent Wreath and how this reminds us to ready ourselves for Jesus by saying sorry and offering to forgive others – this may then be made into an Advent promise. Other examples how the Christmas story can guide our actions is giving of gifts like the wise men – charity collections in school for the homeless and most vulnerable, even bringing a gift for teacher at Christmas. Also the wise men worshipped Jesus when they saw him so we may worship Jesus in song and prayer in school – may also (pre-covid) go to Church at Christmas time. | How can you tell that … really trusted in God / trusted what the angel said?  How can you show your trust in …?  How can you show you can be trusted?  It’s important to say sorry, but why?  How do you show you have made friends again?  How could you be like one of the wise men?  If you were wise, how could that help someone else, like your friend?  What did the wise men bring to Jesus?  The wise men worshipped Jesus, what does that mean? |
|  | **Talk about their own feelings and things that matter to them** | Pupils will meet this expectation when they are given opportunities to talk about their own feelings about things that matter to them. This could be when discussing characters in stories, when discussing preparing for Christmas and when thinking about how they put a belief about Christmas into action in their own life. |  |