**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN SECOND HALF TERM**

**YEAR 1**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 1.2Mary, Mother of God | **Begin to retell (sequence), in any form, the story of the Annunciation**Links to learning objective:‘Know that God sent the Angel Gabriel to ask Mary to be the Mother of his Son and reflect on her response (old TB pp. 22-25) ‘Know that God sent the Angel Gabriel to ask Mary to be the Mother of his Son. Talk about Mary’s response to God’ (new TB pp. 28-31).  | One way of setting the scene for this whole unit that takes in the Christmas story and Advent is to introduce pupils to the whole story sequence in outline. Tell the story from Luke’s gospel of the Annunciation, the Visitation, the birth of Jesus and the Visit of the Shepherds in a creative way. Use the idea of a Christmas story trail in the hall or in the parish church or in the school grounds if appropriate. Have 5 stations 1. Nazareth – the angel Gabriel visiting Mary, 2. Journey from Nazareth to Bethlehem, 3. Bethlehem – the birth of Jesus and being placed in a manger, 4. Fields – angels announcing the birth of Jesus to shepherds, 5. Bethlehem – shepherds visiting the baby (taken from *Understanding Christianity*) For further ideas for using the story sequence see resources.A sequence of the story of the first Christmas can be found on the BBC Religions of the World (age range 4-7) at <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20christian-story-of-the-first-christmas/z7fp382>Watch the story up to 2.44 (after this is the visit of the wise men that is not part of the Year 1 curriculum) – see resources for activities to complete on this. There are also creative and effective activities for enabling pupils to experience and remember the Christmas story in sequence in *RE Ideas Christmas* pp. 2-5 fromRE TodayTo sequence the story of the Annunciation, in any form, means that pupils could use different media to create the story. To meet this expectation pupils will be able to use a sequence or their created sequence to tell the teacher what happens in a very simple way.There are numerous images of the Annunciation on the internet as well as from the National Gallery that pupils can view and use as part of their learning.  | Can you put the story in the right order?What happened after? How would you feel if an angel appeared to you?What would the angel look like?What does an angel do?Where do they come from?What did the angel say?What did Mary say?How do you think Mary felt?Can you tell me something else that happened in the story?  |
|  | **Recognise stories and some of their details e.g. the Visitation, Jesus’ birth and the visit of the shepherds**Links to learning objective: ‘Hear about Mary’s visit to her cousin Elizabeth and reflect on their good news’; ‘Know the story of the birth of Jesus and Mary’s role in it’ (old TB pp. 26-28, 32-34). ‘Hear about Mary’s visit to her cousin Elizabeth. Reflect on their good news’; Know about the journey to Bethlehem and the birth of Jesus. Think about what happened’; ‘Know that the shepherds were the first to hear about the birth of Jesus. Reflect on the joy of Mary and Joseph’ (new TB, pp. 32-34, 39-41, 42-44 | 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 a story like the Visitation, Jesus’ birth or the Visit of the Shepherds, pupils will have heard the story during the lessons and be able to identify it. Pupils are not required to retell the story, but because lots happen in the stories, pupils should be able to go beyond knowing that it is ‘when Mary visited Elizabeth’ 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. | Where was Mary going?Who was Elizabeth?Where did Elizabeth live?How long did Mary stay with Elizabeth?Why did Mary visit Elizabeth?What did Elizabeth call Mary?What does that mean?Who suddenly appeared to the shepherds?Where did the shepherds go?What did they see? |
|  | **Talk about what the stories of the Annunciation and Visitation tells them about Jesus, Mary, and Elizabeth**Links to learning objective:‘Know that God sent the Angel Gabriel to ask Mary to be the Mother of his Son and reflect on her response (old TB pp. 22-25). ‘Hear about Mary’s visit to her cousin Elizabeth and reflect on their good news’;‘Know that God sent the Angel Gabriel to ask Mary to be the Mother of his Son. Talk about Mary’s response to God’ (new TB pp. 28-31). ‘Hear about Mary’s visit to her cousin Elizabeth. Reflect on their good news’ new TB, pp. 32-34).  | Both stories tell us that Jesus was God’s Son. (Luke 1:32, 35; 42) The Annunciation tells us that Mary is really special because she was chosen by God to be the mother of God’s Son. Look at pictures or paintings of the Annunciation or nativity scenes and ask pupils why Mary has a circular disk around her head – a halo – shows that she is especially close to God, a real friend of God [a saint]. The Annunciation tells us that Elizabeth is Mary’s cousin [what is a cousin, how are they related to you?] and she too is expecting a baby [John the Baptist]. The Visitation tells us that Elizabeth is very happy because of her good news that she is expecting a baby. The links between the stories of the Annunciation and the Visitation and the ‘Hail Mary’ prayer are not necessary for Year 1.  |  |
|  | **Talk about the feelings of characters in the stories as well as their own feelings and things that matter to them** | This expectation can be met throughout the unit by asking pupils to imagine how the different characters – Mary, Elizabeth, Joseph, Shepherds – felt about what they heard and saw. The ‘*questions to ask about the story’* sections in the Teacher’s Book are a good means of exploring the feelings of the different characters. Pupils own feelings can be explored in the circle times and the section on getting ready for the birth of Jesus (old TB pp. 29-31 and new TB pp. 35-38) |  |
|  | **Give two examples how Christians get ready for Christmas at home, school or in church**Links to learning objective: ‘Reflect on how we prepare to celebrate the birth of Jesus’ (old TB p. 29) and ‘Know that Advent is a time when we prepare to celebrate the birthday of Jesus. Talk about the preparations we can make’ (new TB p. 35) | Pupils are asked to give only two examples from what can be lots of things people do to get ready for Christmas. Teachers can focus on the different places and the different things that people, or the pupils, might do in those different places. Sometimes there will be an overlap where the same things are done e.g. in school and in church – make and use an Advent Wreath, set up a nativity scene and e.g. at home and in school pupils might send Christmas cards to friends and family and neighbours.The focus on two is simply to signal that teachers ought to bring a clear focus on the Christian actions associated with belief that Jesus, the Son of God, is born on Christmas day. So teachers can help pupils focus on the religious signs and symbols that carry a belief or a memory of the first Christmas – setting up a nativity scene (performing a nativity play) at school, church and home, the creation and use of an Advent promises, and Advent Wreath, the use of a star or angel (not a fairy) on the Christmas tree carries a memory of the Christmas story. Christmas as a time to think about other people and their needs – to express our love and other virtues like kindness, compassion, generosity – sending cards, collecting for and giving gifts to charity organisations.  |  |
|  | **Recognise some symbols of Advent and Christmas** | This expectation is linked to the one before. Teachers could begin with a circle time or a table group activity: place objects and/or pictures associated with Advent on the floor or table (e.g. Advent promise, Advent Wreath, Advent Calendar, purple vestment /stole or simply the purple worship cloth). Ask individual pupils to pick one of the objects or pictures and say what it is and what it is connected to. Repeat the process for Christmas e.g. religious Christmas card, some nativity scene figures, a wrapped box (present), a star, an angel. This will generate a lot of pupil talk and also enable pupils to show their understanding as well as talk about their feelings about Advent and Christmas.An alternative way to meet the expectation is when bringing together Christmas symbols to have a mixture of religious and non-religious symbols and ask pupils to sort them into those that are about Jesus’ story and those that are not and ask them to say why they have placed one in each category – pupils can record this work by drawing one or two of the symbols inside different circles or boxes.  |  |