

RE

CLASS 1

Knowledge

Topic	Vocabulary	Knowledge
<p>Autumn 1 (Unit 1.2UC)</p> <p>Who do Christians say made the world?</p>	<p>Creation, World, Bible, Christians, God, beginning, rest, thankful, prayer, festival, harvest, Jewish, Sukkot, Sukkah</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none">• Retell the story of creation from Genesis 1:1–2.3 simply.• Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.• Say what the story tells Christians about God, Creation and the world. <p>Understand the impact:</p> <ul style="list-style-type: none">• Give at least one example of what Christians do to say thank you to God for Creation. <p>Make connections:</p> <ul style="list-style-type: none">• Think, talk and ask questions about living in an amazing world• Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.
<p>Autumn 2 (Unit 1.10)</p> <p>What does it mean to belong to a faith community?</p>	<p>Christian, church, christening, welcome, group, baptism, aqiqah, Muslim, Islam, compare, similar, different, belong, ceremony, special, community, wedding, vows, rings</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none">• I know that loving others is important in lots of communities.• I know and can say simply what Jesus and one other religious leader taught about loving other people. <p>Understand the impact:</p> <ul style="list-style-type: none">• I know what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.• I know at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). <p>Make connections:</p> <ul style="list-style-type: none">• I know examples of ways in which people express their identity and belonging within faith communities and other communities, and I responding sensitively to differences.

		<ul style="list-style-type: none"> ● I can talk about what I think is good about being in a community, for myself and others, giving a good reason for my ideas.
<p>Spring 1 (Unit 1.2 UC)</p> <p>What do Christians believe God is like?</p>	<p>Believe, God, Jesus, parable, Christians, Christ, father, son, loving, forgiving, miracle, disciple</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ● I know what a parable is. ● I know the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. ● I know a clear, simple account of what the story means to Christians. <p>Understand the impact:</p> <ul style="list-style-type: none"> ● I know at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others). ● I know an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God). <p>Make connections:</p> <ul style="list-style-type: none"> ● I can think, talk and ask questions about whether I can learn anything from the story for myself, exploring different ideas and reasons. ● I can give a reason for my ideas the connections I make.
<p>Spring 2 Unit 1.7</p> <p>Who is Jewish and how do they live (part 1)</p>	<p>Jewish, Judaism, God (same as Christian God), Shema, prayer, festival, Chanukah, Sukkot, Sukkah, mezuzah</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ● I can recognise the words of the Shema as a Jewish prayer. ● I can re-tell simply some stories used in Jewish celebrations (e.g. Chanukah). ● I know some examples of how the stories are used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none"> ● I know some examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). ● I know and can make links between Jewish ideas of God found in the stories and how people live. ● I know an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).

		<p>Make connections:</p> <ul style="list-style-type: none"> • I understand what is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for my ideas.
<p>Summer 1 (Unit 1.7)</p> <p>Who is Jewish and how do they live (part 2)</p>	<p>Jewish, Judaism, God (same as Christian God), Shema, prayer, festival, Chanukah, Sukkot, Sukkah, mezuzah</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too
<p>Summer 2 (Unit 1.9)</p> <p>How should we care for others and the world and why does it matter?</p>	<p>Christian, Jewish, valuable, special, care, look after, believe, World, natural, Earth, help, encourage, story, golden rule, Genesis, creation, charity, thanks</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • I know a story or text that says something about each person being unique and valuable. • I know an example of a key belief some people find in one of these stories (e.g. that God loves all people). • I know a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. <p>Understand the impact:</p> <ul style="list-style-type: none"> • I know an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. • I know some examples of how Christians and Jews can show care for the natural earth.

		<ul style="list-style-type: none"> • I know why Christians and Jews might look after the natural world. <p>Make connections:</p> <ul style="list-style-type: none"> • I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. • I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	
Skills			
KS1	<ul style="list-style-type: none"> • Identify core beliefs and concepts studied and give a simple description of what they mean. • Give examples of how stories show what people believe (e.g. the meaning behind a festival/ceremony). • Give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions. <ul style="list-style-type: none"> • Give examples of ways in which believers put their beliefs into practice. 	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying, have something to say to them. • Give a good reason for the views they have and the connections they make.