**Year 1 R.E Curriculum – Summer Term 2**

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| **Theme: How should we care for others and the world and why does it matter?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| . **Make sense of belief:**  • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world  **Understand the impact:**  • Give 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 • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world  **Make connections:**  • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. | | | **Keyword** | Definition | **Keyword** | Definition | Spoken language. Questioning, explaining, discussions |
| Golden Rule | The Golden Rule is the principle of treating others as one would want to be treated by them. |  |  |
| Zakah | One of the 5 pillars of Islam. Obligation to donate a proportion of wealth each year to a charity. |  |  |
| Tzedakah | (among Jewish people) charitable giving, typically seen as a moral obligation. |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| Who do Christians say made the world? Year 1 | | | | | What is the ‘good news’ Christians believe Jesus brings? | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To understand Christians and Jews believe God values everyone by finding out about their teachings (stories). | | * Know the stories Jesus blesses the children Matthew 6:26/ David praises God’s creation | | | | * Investigative skills | |
| 1. To understand the non- religious idea of the ‘Golden Rule’ | | * To know the ‘Golden Rule’ | | | | * Investigative, interpretive skills | |
| 1. To talk about book characters who are friends (Winnie the pooh The rainbow fish), understand Christians have stories about friendship. | | * To know the stories Jesus’ special friends/ the Good Samaritan/ the Jewish story of Ruth and Naomi. | | | | * Interpretive and synthesising skills | |
| 1. To learn some religions, believe that serving others and supporting the poor are important parts of their religions. | | * Know about zakah (Islam), tzedakah (charity) within Judaism. | | | | * Analysing skills | |
| 1. To find out about how some people have been inspired to care for others. | | * To know about people like Mother Teresa/ Doctor Barnado or non- religious organisations e.g. Water Aid or Oxfam | | | | * Evaluating skills | |
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| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 1 | | | | | | |
| **Understand the impact** | * Lesson 2 3 and 4 | | | | | | |
| **Make connections** | * Lesson 4 and 5 | | | | | | |