

Key Concepts

Key RE Concepts: **May Change due to June 2022 New Syllabus**

Key Elements:

Making Sense of beliefs

- Core Concepts and beliefs

Making Connections

- ideas to pupils lives

Understanding Impact

- beliefs in action

Common core RE Concepts:

- Belief
- Worship
- Transcendence
- Tradition
- Morality
- Commitment
- Suffering
- Identity
- Interdependence

Key Concepts

- Faith
- Good and bad
- Right and wrong
- Golden Rule
- Creation
- Responsibility



A Tzedakah box

Key Skills I will learn/use

Remember: I will use my memory to remember what I have learnt about other religions and the stories I have heard.

Recall: I will be able to recall facts and details about different religious beliefs.

Name: I will be able to name different religions, gods and stories as well as different parts of the Bible.

Observe: – I will observe how religious people and non-religious people look after the world.

Notice: I will be able to notice how some teachings in different religions are very similar to some in the other religions I have learnt.

Recognise: I will be able to recognise some similarities and differences between what Christians believe and what other faiths believe about the creation of the world.

Understand: I will be able to understand why people want to look after the world and also why people find belonging to a religion important.

Retell: I will be able to re tell some of the stories I have heard about creation.

Ask questions: I will be able to ask appropriate questions to further my knowledge of what it means to care for others and the world.

Give opinions: I will be able to give respectful and well thought out opinions on what I have learnt about how and why we should look after the world.

Collect, use and respond to ideas : I will be able to use different research techniques to collect, use and respond to the ideas I have about creation and looking after the world and others in it.

How should we care for others and the world, and why does it matter? Year 1 and Year 2

What I have already learnt (EYFS)

- I can explain what makes me special.
- I understand that that we have to look after and care for others.
- I know the charities we have supported as a school.
- I can explain who cares for me and how it makes me feel.
- I already know people have different beliefs.
- I already know a range of religious stories from the Christian Bible and some from the Islamic religion.
- I have already learnt how to handle religious artefacts and objects with respect.
- I have already learnt about different religious celebrations.
- I have already started to notice and respond to some of the similarities and differences between religions.
- I have already learnt to talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world.
- I have already learnt to re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.
- I have learnt to walk about what people do to mess up the world and what they do to look after it.
- I have learnt to talk about my own experiences and feelings about when the world is and is not looked after.

What I will have learnt by the end of this unit

- I will be able to talk about how religions teach that people are valuable, giving simple examples.
- I will be able to recognise that some people believe God created the world and so we should look after it.
- I will be able to re-tell Bible stories and stories from another faith about caring for others and the world.
- Identify ways that some people make a response to God by caring for others and the world.
- I will be able to talk about issues of good and bad, right and wrong arising from the stories.
- I will be able to talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.
- I will be able to use creative ways to express their own ideas about the creation story and what it says about what God is like.
- I will be able to give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.
- I will be able to answer the title question thoughtfully.

What I will have learnt by the end of my Key Stage

- I will be able to give simple examples of how people are unique and valuable.
- I will be able to describe how it feels when people are not kind.
- I will be able to give examples of some ways Jewish people care for people and the world.
- I will be able to give an example of what Jesus said about the importance of children.
- I will be able to give an example of why some people look after the world because God is a creator.
- I will be able to give examples what Jesus said about the importance of people.
- I will be able to identify two examples of religious believers caring for people.
- I will be able to say what I know about the Jewish practice of Tzedakah.
- I will be able to identify the links between the teaching in the Torah and caring.
- I will be able to give simple reasons why Jesus told the story of the Good Samaritan.
- I will be able to answer questions such as what would it be like if everyone followed the golden rule?
- I will be able to describe different ideas about what God might be like from reading the creation story.
- I will be able to share my own creative ideas about what the creation story says about God.
- I will be able to give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man.
- I will be able to look for similarities and differences between different stories from the bible about caring.
- I will be able to describe how Jewish people might help people making links to the festival of Sukkot.
- I will be able to describe how Mother Teresa or Dr Barnardo have put their beliefs into action.
- I will be able to give my own answer to the unit question, giving simple reasons for my answers.

Key Knowledge

- Mother Teresa was a Roman Catholic Christian nun and missionary. She claimed to hear the calling of God, who told her to help the sick and needy. She cared for others in many ways and was good at helping others to care too. Her beliefs inspired others to do the things she did. In 1979, she received the Nobel Peace Prize for her charity work.
- The creation account in Genesis is shared by followers of both Christian and Jewish faiths. Some people believe this is an accurate description of how the world began but many Christian people see the story as a symbol or parable.
- Other religions also think it is important to be kind and caring towards each other.
- Many Jews keep a tzedakah box in their homes where they collect money for a charity. The money is then given to a worthy cause of their choice.
- The Good Samaritan story is generally accepted to carry the moral that you should be kind to everyone and count everyone as your neighbour, even if they have a different background to you, or believe different things.
- the Islamic story 'The Boy Who Threw Stones at Trees' lets followers reflect on why it is important to look after animals and why it is important to look after trees.
- When speaking of the Golden Rule Christianity states you should treat others how you want to be treated in return.



Mother Teresa

Key Questions

- How do Christians and Jews know God values everyone?
- What is special about our world?
- What can we learn from religions about deciding what is right and wrong?
- What do some religions say about caring for other people?
- What stories to Christians and Jewish people tell about the beginning of the world?
- Does religion help people to be good?
- What are the benefits and responsibilities of friendship and caring for others?
- Why might serving and supporting others be important to a religious believer?
- How can the Golden Rule make life better for everyone?
- How does Genesis tell Christians and Jews they have a role in looking after the world?

My Skills and Knowledge that I may use from other subjects

Literacy: I can use my literacy knowledge and skills to write detailed descriptions of beliefs and experiences and stories.

Reading: I can use my phonic knowledge and skills to segmenting and blending to decode unfamiliar words.

Geography: I can use my geographical knowledge to find out which country and continent different religions began and which countries are looking after the world better than others.

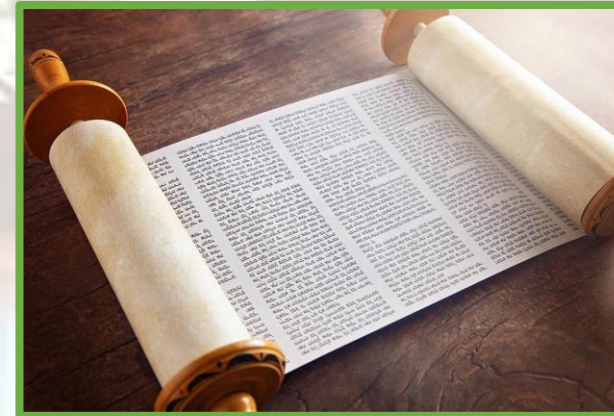
Science: I can use my Science knowledge to think about how we could help look after the world more and also what will happen if we don't (climate change - ice caps melting - difference in temperature)

Mathematics: I can use my knowledge of time to know how long ago things may have happened and also to read tables such as tallies and charts.

Art: I can use my art skills to create pieces that reflect stories and teachings.

D&T: I can use my Design and Technology skills to create prototypes of things that may help the world.

History: I can use the knowledge and skills I have gained in History to read timelines and know things happened before I was born.

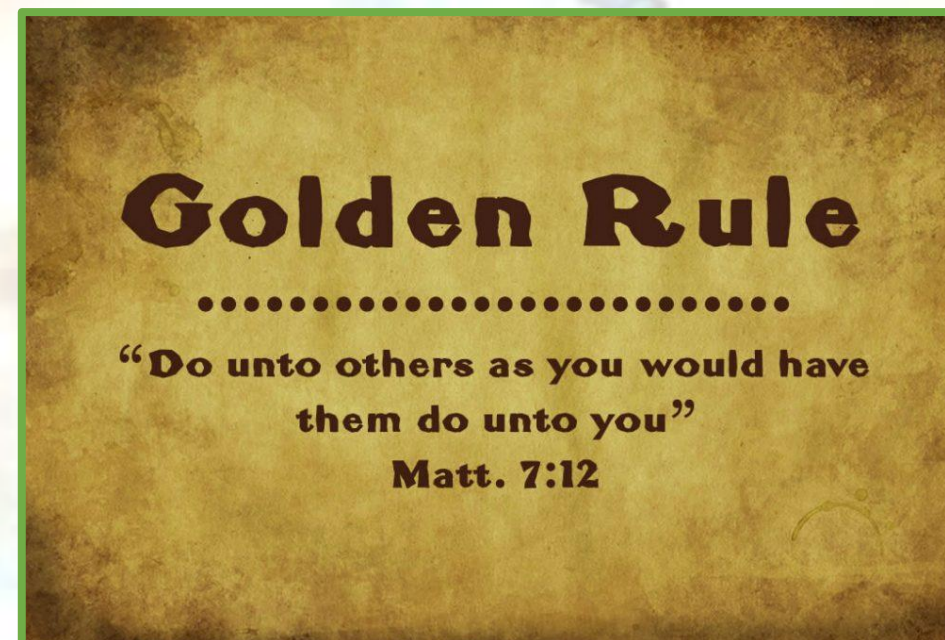


The Torah

Key Vocabulary

- **The Golden Rule** – A rule for religious and non-religious people to treat other people as you would like them to treat you.
- **The Bible** – The Christian Holy Book.
- **The Torah** – The Jewish Holy Book.
- **The Qur'an** – The Islamic Holy Book.
- **Parable** – Stories from the Bible that have special meanings and help Christians learn.
- **Genesis** – The first book of the Bible for Christians and the Torah for followers of the Jewish faith.
- **Tikkun olam** – A Jewish phrase that means to heal or mend the world.
- **Tzedakah** – Charitable giving for Jewish people.
- **Tu B'shevat** – A Jewish festival – New Year of the Trees. Some people plant new trees, or donate money for trees to be planted in Israel. Other people will give money to charity to remind themselves of the importance of looking after our world.
- **Humanism** – Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without religion. They also believe they have a duty to support others.

Key Ideas	
Creation	Genesis 2.15, care for the world as a gardener tends to a garden.
The Golden Rule	In everything, do to others what you would have them do to you.
God values everyone	Psalms 8, David praises God's creation and how each person is special in it.
Friendship and responsibility	Jesus' special friends, The Good Samaritan, Jewish story of Ruth and Naomi.
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Inspiring people	David Attenborough, Greta Thunberg, Jane Goodall, Mother Theresa, Florence Nightingale, Cecil Jackson-Cole, Doctor Barnardo, William Booth.



A painting of The Good Samaritan



Six days of Creation. Can you remember what happened on the 7th day?

Opportunities for teaching Diversity, Equality (Including protected characteristics) and expanding Cultural Capital

- Muslim Learner Services <https://muslimlearnerservices.org/primary-school-visits/>
- Local Church visit to see a baptism/christening/wedding.
- York Hebrew congregation <https://jscn.org.uk/york-hebrew-congregation/>

Recall and Remember

- Who were the two people that ignored the hurt man in The Good Samaritan?
- What did Prophet Muhammad PBUH tell the boy to do in The Boy Who Threw Stones At Trees?
- What do Jewish people put in a Tzedakah box? Who do they give it to?
- What was made on the 4th day of creation?
- What is the Golden Rule?