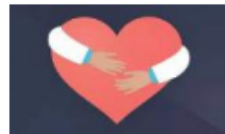
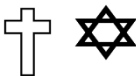




Religious Education
Year 1



Cornwall Syllabus (NATRE Unit)	1.2 (Unit 7)	1.3 (Unit 8)	1.7 (Unit 9)	1.10 (Unit 11)	1.9 (Unit 12)	
National Curriculum	Following the Cornwall Agreed Syllabus					
Cornwall Agreed Syllabus End of Phase- Key Stage 1 Outcomes	Making Sense of Beliefs: Identify the 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) Give clear, simple accounts of what stories and other texts mean to believe Understanding the Impact: Give examples of how people give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into action Making Connections: 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					
Title of Unit (Enquiry Question)	Who do Christians say made the World? 	Why does Christmas matter to Christians? 	Who is Jewish and how do they live? Part 1 	Who is Jewish and how do they live? Part 2 	What does it mean to belong to a faith or belief community? 	How should we care for others and the world and why does it matter? 
Unit Link	Y1-LP7-Who-Do-Christians-Say-Made-The-World.pdf	Y1-LP8-Why-Does-Christmas-Matter-To-Christians.pdf	Y1-LP9-Who-Is-Jewish-And-How-Do-Jewish-People-Live.pdf	Not in NATRE	Y1-LP11-What-Does-It-Mean-To-Belong-To-A-Faith-Community.pdf	Y1-LP12-How-Should-We-Care-For-The-World-And-For-Others.pdf

Religion and worldview	Christianity 	Christianity 	Judaism 	Judaism 	Thematic (Christianity, Islam, Judaism) 	Thematic (Christianity, Judaism, non-religious) 
Ways of Knowing	 COMING TO CONCLUSIONS  LOOKING AT STORIES  OBSERVATION  EXPLORING CASE STUDIES  EXPRESSING IDEAS	 LOOKING AT INTERVIEWS  OBSERVATION  COMING TO CONCLUSIONS  LOOKING AT STORIES	 OBSERVATION  ASK QUESTIONS  COMING TO CONCLUSIONS  EXAMINING TEXT  LOOKING AT STORIES  INTERPRETING ART AND IMAGES  EXPLORING CASE STUDIES	 OBSERVATION  LOOKING AT STORIES  INTERPRETING ART AND IMAGES  COMING TO CONCLUSIONS	 OBSERVATION  LOOKING AT STORIES  LOOKING AT INTERVIEWS  EXPLORING CASE STUDIES  INTERPRETING ART AND IMAGES	 EXAMINING TEXT  LOOKING AT STORIES  EXPLORING CASE STUDIES  REFLECTING ON YOUR OWN POSITION  EXPRESSING IDEAS  CONSTRUCTING ARGUMENTS
Lesson Enquiry Question	Lesson 1 - Who do Christians say made the world? Lesson 2 - What happens in Genesis? Lesson 3 - Why do Christians look after the world?	Lesson 1 - Who was Jesus? Lesson 2 - What happened in the story of the birth of Jesus? Lesson 3 - Was Jesus born where people would have expected?	Lesson 1 - What is precious to Jewish people? What does a mezuzah remind Jewish people about? Lesson 2 - What is precious to Jewish people? What does a mezuzah remind	Lesson 1 - What objects are special to you and Jews? Lesson 2 - Who was Abraham and why is he important to Jewish and Christian people?	Lesson 1 - What does it mean to belong to a community? Lesson 2 - How do Christians and Muslims show that they belong? Lesson 3 - How do Christians, Muslims	Lesson 1 - What do Christian people believe about caring for people? Lesson 2 - What do Jewish people believe about being unique and special to God?

	Lesson 4 - What happens at Harvest and why? Lesson: 5 -How do artists show the Creation? Lesson 6 - Who do Christians say made the world?	Lesson 4 - Why is waiting and preparing for Christmas important for many Christians? Lesson 5 - What do some people like to say thank you for at Christmas? Lesson 6 - How do people use the story of the nativity to guide their beliefs at Christmas?	Jewish people about? Lesson 3 - How and why do Jewish people celebrate Shabbat? Lesson 4 - What stories do Jewish people tell from the Torah? Lesson 5 - What might the story of Chanukah make Jewish people think about? Lesson 6 - What might the story of Chanukah make Jewish people think about?	Lesson 3 – How did Samuel become a prophet? Lesson 4 – What happens in the festival of Sukkot? Lesson 5 – What similarities and differences are there between Christian and Jewish festivals? Lesson 6 - What similarities and differences are there between Muslim and Jewish practices?	and Jewish people show that they belong? Lesson 4 - What do worldviews say about how valuable people are? Lesson 5 - How do Muslims and Christians welcome a new baby? Lesson 6 - How do people show that they belong to each other?	Lesson 3 - What do Jewish people believe about caring for people? Lesson 4 – How do some religious and non-religious people show that they care for people? Lesson 5 - What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world? Lesson 6 - What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?
Knowledge	Lesson 1 – I know who Christians say made the world. Lesson 2 – I know what happens in Genesis 1:1-2:3 Lesson 3 – I know why looking after the world is so important to Christians.	Lesson 1 – I know who Jesus was. Lesson 2 – I know what happened in the story of the birth of Jesus. Lesson 3 – I know that Jesus was born in a stable, rather than a place fit for a king.	Lesson 1 – I know what is precious to Jewish people. Lesson 2 – I know what a mezuzah is. Lesson 3 – I know how and why Jewish people celebrate Shabbat.	Lesson 1 – I know what objects are special to Jewish people. Lesson 2 – I know who Abraham was and why he is important to Jewish and Christian people.	Lesson 1 – I know what it means to belong to a community. Lesson 2 – I know how Muslims and Christians show that they belong. Lesson 3 – I know how Muslim, Christian and Jewish people	Lesson 1 – I know what Christian, Jewish and non-religious people believe about caring for people. Lesson 2 – I know what Christian, Jewish and non-religious people believe about caring for people.

	Lesson 4 – I know what happens at Harvest? Lesson 5 – I know some ways that the artists represent the creation. Lesson 6 – I know who Christians believe made the world.	Lesson 4 – I know why Christmas preparations are important for Christians. Lesson 5 - I know what some people like to say thank you for at Christmas. Lesson 6 – I know that Christian people use the story of the nativity to guide their beliefs at Christmas.	Lesson 4 - I know a story that Jewish people tell from the Torah. Lesson 5 - I know what the story of Chanukah makes Jewish people think about. Lesson 6 – I know what the story of Chanukah makes Jewish people think about.	Lesson 3 – I know what the Call of Samuel is? Lesson 4 – I know what happens in the Festival of Sukkot? Lesson 5 – I can identify some similarities and differences between Christian and Jewish festivals? Lesson 6 - I can identify similarities and differences between Muslim and Jewish festivals?	show that they belong. Lesson 4 – I know some worldviews say about how valuable people are? Lesson 5 – I know how Muslims and Christians welcome a new baby. Lesson 6 – I know how people show that they belong to each other.	Lesson 3 – I know what Jewish people believe about caring for people. Lesson 4 – I know what Jewish people believe about caring for people. Lesson 5 – I know what Christians and Jewish people believe about the beginning of the world and how they think people should treat the world. Lesson 6 – I know what Christians and Jewish people believe about the beginning of the world and how they think people should treat the world.
Skills	Lesson 1 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 2 - Give examples of how stories show what people believe (e.g.	Lesson 1 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 2 - Give examples of how stories show what people believe (e.g.	Lesson 1 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 2 - Identify the core beliefs and concepts studied and give a simple	Lesson 1 – Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 2 – Identify the core beliefs and concepts studied and	Lesson 1 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 2 - Give examples of ways in which believers put	Lesson 1 - Give examples of ways in which believers put their beliefs into action. Lesson 2 - Give examples of ways in which believers put their beliefs into action.

	the meaning behind a festival). Lesson 3 - Give examples of how people use stories, texts and teachings to guide their beliefs and actions. Lesson 4 - Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Lesson: 5 - Give examples of ways in which believers put their beliefs into action. Lesson 6 - Identify the core beliefs and concepts studied and give a simple description of what they mean.	the meaning behind a festival). Lesson 3 - Give a good reason for the views they have and the connections they make. Lesson 4 - Give examples of ways in which believers put their beliefs into action. Lesson 5 - Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Lesson 6 - Give examples of how people use stories, texts and teachings to guide their beliefs and actions.	description of what they mean. Lesson 3 - Give examples of ways in which believers put their beliefs into action. Lesson 4 - Give examples of how stories show what people believe (e.g. the meaning behind a festival). Lesson 5 - Give clear, simple accounts of what stories and other texts mean to believers. Lesson 6 - Give clear, simple accounts of what stories and other texts mean to believers.	give a simple description of what they mean. Lesson 3 – Give clear, simple accounts of what stories and other texts mean to believers. Lesson 4 – Give examples of ways in which believers put their beliefs into action. Lesson 5 – Give examples of ways in which believers put their beliefs into action. Lesson 6 - Give examples of ways in which believers put their beliefs into action.	their beliefs into action. Lesson 3 - Give examples of ways in which believers put their beliefs into action. Lesson 4 - Give examples of ways in which believers put their beliefs into action. Lesson 5 - Give examples of ways in which believers put their beliefs into action. Lesson 6 - Give examples of ways in which believers put their beliefs into action.	Lesson 3 - Give examples of ways in which believers put their beliefs into action. Lesson 4 - Give examples of ways in which believers put their beliefs into action. Lesson 5 - Give examples of how stories show what people believe (e.g. the meaning behind a festival). Lesson 6 - Give examples of how stories show what people believe (e.g. the meaning behind a festival).
Vocabulary	Creation World Belief Thank Harvest God believe Bible Genesis	Incarnation Jesus Mary Joseph Shepherds Advent Secular Religious Birth	Synagogue Torah Jewish Mezuzah Shabbat Shema God Chanukah Dreidel	blessing covenant Jew Shabbat Abraham Samuel prophet Sukkot sukkah	Community Muhammad Shabbat Allah Ichthus Faith Baptism Aqiqah Parable	Community World Psalm Stewardship love Genesis Religious Nonreligious Christian

	praise	Celebration	Star of David	seder plate	wedding	
Career Links	Illustrator (Creation) 	Stage Performer 	Peer Mentor 	Florist 	Tour Guide (Special Places) 	Author (Special Stories) 
Resource Links	Creation (Genesis 1-2) - YouTube		Fun Facts about Judaism (KS1) - YouTube A visit to a synagogue - KS1 Religious Education - Primary Y1 & Y2 - BBC Bitesize BBC Two - Pathways of Belief, Places of Worship - Judaism, Introduction to Shabbat How Jewish people show care - KS1 Religious Education - Primary Y1 - BBC Bitesize BBC Two - Pathways of Belief, Places of Worship - Judaism, Celebrating Shabbat in a Jewish home BBC Two - Pathways of Belief, Places of Worship - Judaism, Celebrating Shabbat at the synagogue BBC Two - Pathways of Belief, Places of Worship - Judaism, Closing of Shabbat	Shalom Aleichem - lyrics and singing with Alicia Jo Rabins How to hang a Mezuzah Hear, O Yisrael (Shema Yisrael) in Hebrew What is a Mezuzah?	KS2 Religious Studies: Shabbat, the Jewish day of rest - BBC Teach Parable of Lost Coin.mp4 (youtube.com) BBC Two - Pathways of Belief, Places of Worship - Christianity, A Christian baptism (pt 1/3) - what is a baptism? BBC Two - Pathways of Belief, Places of Worship - Christianity, A Christian baptism (pt 2/3) - promises made by the font BBC Two - Pathways of Belief, Places of Worship - Christianity, A Christian baptism (pt 3/3) - family and celebration The Horah - Traditional jewish wedding dance to "Hava Nagila" with live music: Mike Paul-Smith Music	The Psalms Series - The Museum of Psalms Tu B'shvat Tale: Honi Comes Full Circle for the Jewish Birthday of the Trees
Assessment	Draw what happens on each day of the creation story from	Use these words to fill in the gaps:	Use these words to fill in the gaps: David Torah eight Star	Match the words to the picture: 	Use these words to fill in the gaps: God Mend Children Sukkot Stewardship Teresa	Use these words to fill in the gaps:

the book of Genesis
in the Bible.

Draw some ways
that Christians say
thank you to God

Draw what Christians
say thank you for at
Harvest

inn stable Earth waiting

God Son food
Incarnation
means God
come to _____
as a human and
as _____.

Jesus was God's
_____.

Jesus was born in
a _____ because
there was no
room in the
_____.

The manger was
usually used for
animal _____.

Advent is the time
of _____ for
Christmas.

Draw a picture of
some of the
things Christians
do at Christmas
that help them
remember the
story of the birth
of Jesus.

Mezuzah Shabbat
rest kiss

The symbol for
Judaism is the
_____ of
_____.

Many Jewish people
put a _____
on their doorposts.
They might touch it or
_____. They
remember the words
of the _____
inside it.

_____ is the
Jewish day of
_____.

The sacred text for
Jewish people is
called the
_____.

Chanukah lasts for
_____ days
and nights.

mezuzah kippah dreidel tallit



Use the words below
to fill in the missing
words...



Abram and his wife
Sarai wanted a
_____. Abram
was
visited by
_____ and
told to move
_____. Sarah
and Abraham then
had a baby and they
called him
_____.

Join the words below
to the correct image:



sukkah lulav harvest Torah etrog Star of David



These things show
that _____ belong.

A prayer _____ shows
that a _____ belongs.

This word means _____
in _____.

You might know that
a house belongs to a
Jewish person if you
see a _____ on the
door.

In the Bible there is a
story about a _____
coin.

Egypt Story
Psalms Jesus
Love Golden rule

The Bible says that
_____ are very special
to _____. You can
read about this in the
_____ of Jesus and
the children.

Jewish people
believe that David
wrote the _____. The
Psalms tell us that
people are special to
_____.

At the festival of
_____ Jewish
people remember
God helping his
people to leave
_____ and providing
for them in the
desert.

Mother _____ was a
Christian woman who
cared for sick people
in India. She followed
Jesus' teaching of
showing

_____ to
everyone.

The _____ is
followed by lots of
non-religious people

						like Humanists who believe you should treat others how you would want to be treated. Many Jewish people want to work hard to _____ the world. This is known as Tikkun Olam. Many Christian people want to look after the world too. This is called _____.
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