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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  KS1 | Half term:  AUTUMN TERM 1  YEAR A | SCOPE:  Who do Christians say made the world? | CONTENT / INTENT:  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO: To understand the creation story | LO:To explain the first half of the creations story through drawing and writing | LO: To explain the second half of the creations story through drawing and writing | LO:To be able to say thankyou for the world we live in through prayer | LO:To be able to link the Jewish story of creation with Christian story of creation | LO:To be able to say what Christians think about God | • identify and describe the core beliefs and concepts studied  •make simple links between stories, teachings and concepts studied and how people live, individually and in  • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly  Memory book and use low stake questioning to embed into long-term memory. |
| SC:I can recall the story of the creation  I can understand this is the start of the Christian bible | SC:To be able to draw the fist three days of the story  To be able to write about the first three days of the story | SC:To be able to write about the last four days of the story  T be able to draw the last four days of the story | SC:To understand what a prayer is  To know why praying is important to Christians  To understand a prayer does not have to be religious | SC:To be able to talk about the Jewish story of creation  To say the importance of the story to both Jews and Christians | SC:To understand the importance God has in a Christian faith.  To understand the importance of the bible |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  World, bible, Christians, Jew, Jewish, story, creation, belief, tolerance, days, rest, future, prayer, thanks, God | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  KS1 | Half term:  AUTUMN TERM 2  YEAR A | SCOPE: What does it mean to belong to a faith community? | CONTENT / INTENT:  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO:To understand what it means to belong to a group | LO:To understand what a ceremony is | LO:To understand the naming ceremony in a Muslim culture | LO:To look at the difference between a Bar Mitzvah and a Bat Mitzvah | LO:To write an invitation to a christening | LO:to attend a mock christening in the local Christian church | make clear links between texts/sources of authority and the key concepts studied  describe how people show their beliefs in how they worship and in the way they live  raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live  Memory book and use low stake questioning to embed into long-term memory. |
| SC:I can talk about different groups religious people can belong to  I can talk about non-religious groups  I can talk about belonging to a school community | SC: I can different ceremonies  I can say the difference between a religious and non-religious ceremony | SC:I can explain the naming ceremony  I can explain the importance of the naming ceremony in a Muslim faith | SC:I can explain the difference between to the ceremonies  I can say how it links to other naming ceremonies | SC:I can write an invitation  I can explain the importance of the Christians naming ceremony | SC: I understand the different elements of a Christening  I can explain the importance of a child belonging to a community faith |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Community, faith, ceremony, Christian, Jewish, Muslim, respect, tolerance, importance, love, Jesus, God, baptism, dedication | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  KS1 | Half term:  SPRING TERM 1  YEAR A | SCOPE: Who is Jewish and how do they live? | CONTENT / INTENT:  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO:To be able to explain what is Judaism | SC:To be able to talk about the Shema and the importance as a prayer | LO:To understand Hanukkah (festival of light) | LO:To understand the significance of Shabbat and how it is observed weekly | LO:to understand how Passover is celebrated | LO:To be able to make Challah bread, and its significance in the Jewish faith | offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers  • identify some differences in how people put their beliefs into action  • give good reasons for the views they have and the connections they make  Memory book and use low stake questioning to embed into long-term memory. |
| SC:To talk about the different rituals and beliefs Jews have compared to Christians | SC:To understand the importance of prayer  To understand its link to the Torah | SC:To understand the significance of the festival  To understand how it reinforces the importance of the Jewish faith ad what people fought for | SC:To know the rituals of the Shabbat  To be able to link to any ritual’s children have in their own home | SC:To say what other festivals other religions celebrate  To link how the ten commandments link to all people’s lives today | SC:To be able to follow a simple recipe  To talk about the importance of the bread |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Jews, Jewish, Torrah, Shema, Hanukkah, Shabbat, Passover, Sukkot, David, Goliath, Mezuzah, Challah bread, Rosh Hashanah, faith, community, Synagogue | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  KS1 | Half term: Spring term 2  YEAR A | SCOPE:  Who is Jewish and how do they live? | CONTENT / INTENT  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO:To be able to write the recipe of making Challah bread | LO:To be able to ask questions about the Jewish faith to a practicing Jew | LO:to understand the significance of the Sukkot and to make their own | LO:To understand the story of David and Goliath and its significance | LO:To understand where the Mezuzah is used and to be able to write their own message | LO:To understand the festival of Rosh Hashanah and how it links to other festivals in other cultures | • identify and describe the core beliefs and concepts studied  •make simple links between stories, teachings and concepts studied and how people live, individually and in  • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly  Memory book and use low stake questioning to embed into long-term memory. |
| SC:To be able to write a recipe  To be able to recall the chronological order for writing | SC:To use the objects in the classroom and prior learning to speak to practising Jew | SC:To covey the meaning of the Sukkot  To work together to build their own Sukkot | SC:To say how God has looked after his people in the past  To appreciate stories from other cultures | SC:To look at a real Mezuzah  To write their own message | SC:To link the celebration of Rosh Hashanah to the new year we celebrate in the UK each year. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Jews, Jewish, Torrah, Shema, Hanukkah, Shabbat, Passover, Sukkot, David, Goliath, Mezuzah, Challah bread, Rosh Hashanah, faith, community, Synagogue | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  KS1 | Half term:  SUMMER TERM 1  YEAR A | SCOPE: How should we care for others and for the world, why it matters? | CONTENT / INTENT  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO:To understand the importance of looking after each between religious and non-religious beliefs | LO: To understand the story of the Golden Rule, Psalm 8 | LO:To understand the significance of the story of the Good Smartian | LO:to compare a religious figure (Mother Theresa) to a charity (Oxfam) and their work | LO:To understand the story of Ruth and Naomi and their friendship | LO:To be able to talk about the classmates friendship in a positive way | make clear links between texts/sources of authority and the key concepts studied  describe how people show their beliefs in how they worship and in the way they live  raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live  Memory book and use low stake questioning to embed into long-term memory. |
| SC: To say the significance of a strong friendship  The importance to tolerate all | SC:To know that all people are special  You do not have to be religious to believe all people are special | SC;To know why the story is important in some religions  To be able to say how we live our lives similarly today | SC:To understand the work of someone who lived by their faith  To understand the important work of charity without using religion as a bias | SC:To know that friendships appear in all religions.  To make connections between religious and no religious beliefs | SC: Children to write why their classmates are important  To be able to explain their views of each other |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Friendship, tolerate, caring, religious, non-religious, dedication charity, stories, generations, rules | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1 and 2 | Half term: SUMMER TERM 2 YEAR A | SCOPE: What makes some places sacred to believers? | CONTENT / INTENT:  make sense of a range of religious and nonreligious beliefs  understand the impact and significance of religious and nonreligious beliefs  make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs | LO:To understand the different places of worship | LO:To be able to write about two objects from 2 different religions | LO:To visit the church and understand the different ways people can pray | LO:To explore the different religious features in our local church | LO:to explore the different songs, and recitals in different religions and their importance | LO:To be able to match religious objects to their place of worship and discuss their significance | offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers  • identify some differences in how people put their beliefs into action  • give good reasons for the views they have and the connections they make Memory book and use low stake questioning to embed into long-term memory. |
| SC:  To say what the buildings are  To explain what happens in the buildings | SC:To use past knowledge to write about some religious artefacts  To produce a fat file about he objects | SC: To take part in the different ways people pray  To understand why some are performed by the congregation the vicar | SC:To visit the church and explore the special features it has and explain why they are scared | SC:to learn some songs and why they are sung in places of worship | SC: To be able to talk about he different objects from prior learning. To talk about heir significance  To talk about objects that are significant to them |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Worship, religious, sacred, beliefs, songs, hymns, psalms, prayer, artefacts, tolerance, importance, | | | | | | |