






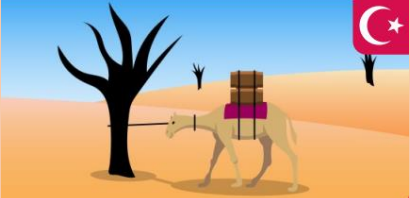




National Curriculum: Religion and Worldviews	Resources	Questions	Vocabulary
<p>* All children should have the opportunity to develop socially, spiritually, morally, and culturally in 21st century Britain.</p> <p>Pupils should be taught in KS1:</p> <p>To enquire, investigate and understand about religions and beliefs.</p> <p>To question, explore, reflect upon and interpret human experience when considering the religions and beliefs studied.</p> <p>To develop religious literacy – be able to articulate knowledge and understanding of religious beliefs, practices, and secular world views.</p> <p>Thinking and Investigating- Recall features of religious, spiritual, and moral stories and other forms of religious expression. To recognise and name features of religions and beliefs.</p> <p>Religious Oracy - Respond sensitively to the experiences and feelings of others, including those with a faith. Recognise some religious symbols and words.</p>	 <p>Artwork</p>	<p>Who can care for the world?</p> 	<p>Belief Things people think are true. Christian A person who believes the Bible to be God's word and follows the teaching and example of his son Jesus. Creation Something being made. Creator Someone who creates something new. or something that makes something else. God A powerful, non-human being. Gift Something given as a present or surprise to someone they love. Hindu A person who believes in one God (Brahman) with many forms including Vishnu, Brahma and Shiva. Jewish A person who is born into a Jewish family or becomes part of the Jewish community. Ownership Having something that belongs to you or others. Care To look after someone or something. Creature Living things like animals, birds or people. Earth The planet we live on. Order The sequence in which things happen or are arranged. Qualities Special things about someone or something. Religion A set of beliefs and teachings a person might follow. Scripture Writings considered to be holy or special. Worldview The way a person sees and explains the world. Christian Bible Scripture believed by many Christians to be the word of God. Genesis The first book within the Jewish Torah and the Christian Bible where a story of creation is recorded. Important Something that is really special or matters a lot. Mitzvot Special rules or good deeds that some Jewish people follow. Quote Words that are said or written by someone else, often important or special words. Scripture Writings considered to be holy or special. Respect Valuing someone or something through polite behaviour. Stewardship Taking care of something thoughtfully and responsibly. Torah Part of the Tenak containing the first five books of the Jewish scriptures. Environment The area or world around us. Muhammad The man Muslims believe to be the final messenger of God. Responsibility Choosing to take care of something. Ahimsa Being kind and respectful to all living things. Brahma A Hindu name for God as the creator. Brahman The Hindu name for God (Bhagavân is also used). Humanist A person who believes there is no God and that people should focus on living for the good of all humans.</p>
	 <p>Church</p>	<p>Why do some people believe we should care for the world?</p>  <p>religion*</p> <p>worldview*</p>	
	 <p>Deities</p>	<p>What do some Muslim people believe about caring for the world?</p> <p>The prophet and the ants</p> 	
	 <p>Holy Books</p>	<p>Muhammad and the thirsty camel</p> 	

Key Learning: Lesson Sequence

1	<p>Who owns the world? Recognise that some people believe the world is a gift. Identify who some people believe created the world. State who creation stories suggest owns the world.</p> <p>Learning: To explore who might own the world by examining a creation story.</p>	
2	<p>Who can care for the world? Identify differences between animal and human qualities. Give reasons why humans might have been created last. Consider people's role in looking after the world.</p> <p>Learning: To investigate why some people believe God created humans last in the Jewish and Christian creation story.</p>	
3	<p>Why do some people believe we should care for the world? Explain what 'stewardship' means. Discuss the difference between 'ownership' and 'stewardship'. Express different thoughts about looking after the world.</p> <p>Learning: To explore the meaning of stewardship by analysing quotes.</p>	
4	<p>What do some Muslim people believe about caring for the world? Know that Muhammad is a very special person for Muslim people. Recognise examples of stewardship in some stories from Muhammad. Suggest why some people may want to follow Muhammad's example and be good stewards.</p> <p>Learning: To investigate what some Muslims believe about caring for the world by exploring stories from Muhammad.</p>	
5	<p>What other reasons are there for caring for the world? Explain what 'ahimsa' means. Recognise examples of caring for the world which reflects ahimsa. Discuss why some people believe looking after all living creatures is important.</p> <p>Learning: To recognise why some people believe it is important to care for the world by exploring ahimsa.</p>	
6	<p>Why should we care for the world? Recognise why people care for the world. Identify similarities in viewpoints about caring for the world. Explain why I think it is important to care for the world.</p> <p>Learning: To understand the importance of taking care of the world from different worldviews.</p>	
7	<p>Assessment – using SOLO Taxonomy “Hex-perts” scaffolds.</p>	<p>This term, children will also explore Easter through our Easter service at All Saints Church.</p>