

**Caroline Haslett Primary School - RE**

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| Topic: Unit 3 - Creation, God, Christianity, Judaism | Year 1 | How should people care for the world? |
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| <b>Knowledge</b>   | <b>Vocabulary</b>   |
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| <p>The Creation story and that "God saw that it was good".</p> <p>Christians and Jews believe that God made humans. They will know why this story is important for some Christians and Jews.</p> <p>There is a connection between belief in God as creator and Christian ideas about caring for the world.</p>   | <p><b>Bible</b> - Christian special text</p> <p><b>Care</b> - looking after something</p> <p><b>Creation</b> - the story of how God created the universe</p> <p><b>Environment</b> - the natural world</p> <p><b>Genesis</b> - book of the Bible / Torah that tells the story of creation</p> |
| <p><b>Activities</b></p> <p>Read, watch, sing, look at art about the story of creation and discuss what it means.</p> <p>Explore some of the most curious or beautiful things in the world.</p> <p>Look at Matthew 10:29/Luke 12:6. How does God care for the world?</p> <p>Build something from Lego. How do you feel about your creation and how would you like others to look after it?</p> <p>Watch a clip of Wall:E, (Pixar film) where humans have to abandon the world due to mess.</p> <p>Make posters showing how the world should be looked after - explore recycling, reuse, littering and water.</p> | <p><b>Torah</b> - the first 5 books of the Jewish special text</p> <div data-bbox="893 1030 1420 1433" data-label="Image"> </div>   |
| <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Recall the creation story.</li> <li>● Recognise the significance of the creation story for Christians and Jews.</li> <li>● Talk about what is good about the world and why it may be important to look after it.</li> <li>● Discuss the way man is damaging the environment and make suggestions as to how to tackle the problems</li> </ul>   |   |

| <b><u>Believing</u></b>  | <b><u>Belonging</u></b>   | <b><u>Behaving</u></b>   | <b><u>Reflecting, responding and making links</u></b>   |
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| Core knowledge and understanding of texts, stories and key beliefs   | Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally  |  | Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives  |
| <p><b>Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism).</b></p> <p>Recall the creation story</p> | <p><b>Give simple examples of how the stories and beliefs influence the behaviour of believers.</b></p> <p>Understand that Christians believe we should look after our world.</p> | <p><b>Identify some elements of practice that arise from these beliefs.</b></p> <p>Identify there is a connection between the belief in God as the creator and Christian ideas about caring for the world.</p> | <p><b>Talk about their own experiences in the light of the religious knowledge gained.</b></p> <p><b>Express their own opinions appropriately.</b></p> <p><b>Talk about the differences that beliefs make to the way believers live.</b></p> <p><b>Make simple comparisons to their own lives.</b></p> <p>Compare to the Jewish creation story.</p> |