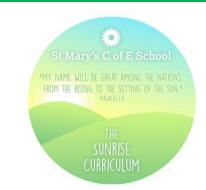
Religious Education

Curriculum Intent:

Throughout Key Stage 1, pupils explore Christianity and one other religion of the school's choice as set out below. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief (including non-religious beliefs about the world, where appropriate), especially for other pupils and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.



Throughout Key Stage 2, pupils learn about Christianity, Hinduism, Islam, Judaism and Sikhism, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. Pupils also recognise that not everybody has a religious perspective on the world but can lead culturally rich and moral lives. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

Key Concepts

1	God	Incarnation	Salvation	People of God	Creation/Fall	Other beliefs and Thematic				
2						Beliefs and teachings	Rituals, ceremonies and lifestyles	Expression (Books scripture, symbols)	Values and personal growth	

Key concepts will be revisited through planning

Key concepts	Previous	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Next Steps
	Learning EYFS							at KS3

C = -I	Why is the word	What Do Christians	What Does it mean
God	God so important to	Believe God is Like?	if God is Holy and
	Christians?	Identify what a	Loving?
	The word God is a	parable is.	Identify some
	name.		different types of
	Christians believe	Tell the story of the	
		Lost Son from the	biblical texts, using
	God is the creator of	Bible simply, and	technical terms
	the universe.	recognise a link with	accurately.
	Christians believe	the concept e.g. God	Explain connections
	God made our	as a forgiving Father.	between biblical
	wonderful world	Give clear simple	texts and Christian
	How we should look	accounts of what the	ideas of God, using
	after it.	story means to	theological terms.
		Christians	Identify some
		Tell the key points	different types of
		of the story of	biblical texts, using
		Jonah from the	technical terms
		Bible, and recognise	accurately.
		a link with the	Explain connections
		concept of God.	between biblical
		Give clear, simple	texts and Christian
		accounts of what	ideas of God, using
		the text means for	theological terms
		Christians.	Make clear
		CIII ISCIUIIS.	connections between
		Give an example of	Bible texts studied
			and what Christians
		how Christians put	believe about God;
		their beliefs into	for example, through
		practice in worship:	how churches are
		by saying sorry to	
		God, for example.	designed.
		Give at least two	Show how Christians
		examples of a way in	put their beliefs into
		which Christians	practice in worship.
		show their belief in	For example
		God as loving and	through confession.
		forgiving: for	
		example, by saying	for example,
		sorry; by seeing God	through calling
		as welcoming them	for justice,
		back; by forgiving	promoting
		others.	
			forgiveness and
		Give an example of	so on.
		a way in which	Weigh up how
		Christians use the	biblical ideas and
		story of Jonah to	teachings about God
		guide their beliefs	as holy and loving
		about God, for	might make a
		example seeing God	difference in the
		as Lord, i.e. in	world today,
		control of events	developing insights
		and being fair: God	of their own.
		wants to save the	Weigh up how
		people of Ninevah.	biblical ideas about
		реорге ој мінечин.	love, holiness or
			tore, notiness of

	Give at least 2		forgiveness relate	
	examples of how		to the issues,	
	Christians put their		problems and	
	beliefs into		opportunities of	
	practice in worship:		their own lives and	
	for example, using		the world today,	
	the story		developing insights	
	in church, in art.		of their own.	
	III Charch, III arc.		oj tileli owii.	
	Think talk and sak			
	Think, talk and ask questions about			
	whether they can			
	learn anything from			
	the story for			
	themselves,			
	exploring different			
	ideas.			
Creation/Fall	Who made the	What do Christians		Creation and Science
Creation/raii	World?(harvest)	Learn from the		Conflicting or
	Retell the story of	Creation Story?		Complimentary?
	Creation from	Place the concepts		Outline the
	Genesis 1:1-2V3	of God and creation		importance of creation
	simply.	on a timeline of the		on the timeline of the
	Recognise that	Bible's 'Big Story'.		'big story' of the
	"Creation" is the	Make clear links		Bible.
	beginning of the "big	between Genesis 1		Identify what type of
	story" of the Bible.	and what Christians		text some Christians
	Say what the story	believe about God		say Genesis 1 is, and
	tells Christians about	and creation.		its purpose.
	God, Creation and	Place the concepts		Taking account of the
	the world.	of God and Creation		context, suggests what
		and the Fall on a		Genesis 1 might mean,
	Give at least one	timeline of the		and compare their
	example of what	Bible's 'Big Story'.		ideas with ways in
	Christians do to say	Offer suggestions		which Christians
	thank you to God for	about what the		interpret it, showing
	the Creation.	story of Adam and		awareness of different
		Eve might show		interpretations.
	Give 2 examples.	about human nature		'
	·	and how to act		Identify the type of
	Think, talk and ask	Describe what		text that Psalm 8 is,
	questions about	Christians do		and its purpose.
	living in an amazing	because they believe		Explain what Psalm 8
	world.	God is creator. (For		has to say about the
		example, follow		idea of God as
		God, wonder at how		Creator and the place
		amazing God's		of humans in
		creation is; care for		creation.
		the earth in some		
		specific ways.)		Make clear
		Describe how and		connections between
		why Christians		Genesis 1 and Christian
		might pray to god,		belief about God as
		say sorry, forgive		Creator. Show
		suy sorry, jorgive		understanding of why
			1	anderstanding of mily

		and ask for forgiveness. Ask questions and suggest answers about what might be important in the creation story for Christians living today and for people who are not Christians. Make links between what stories in the Bible say about human beings, and pupils own ideas about how people should behave.	many Christians find science and faith go together. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complimentary, with a scientific account. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this
People of God		What is it like to follow God? Make clear links between the story of Noah and the idea of covenant. Make clear links between the story of Abraham and the concept of faith. Make simple links between promises in the story of Noah and promises that	

Christians make at a wedding ceremony.	
weduling ceremony.	
Make simple links	
between People of God	
and how some	
Christians choose to	
live in their whole	
lives and in their	
church communities.	
Make links between	
the story of Noah and	
how we live in school	
and the wider world	
and the wider world	
Suggest answers about	
how far ideas of	
covenant, promises and	
following God might	
make a difference in	
the world today.	
the world today.	
Mr. Chatanana	
Incarnation Why is Christmas so Why Does Christmas What is the Trinity? Was Jesus the	
special for matter to christians:	
Christians? difference between a Explain the place of	
Christians believe Give a clear, simple 'Gospel', which tells the Incarnation and	
God came to Earth account of the story the story of the life Messiah within the	
in human form as of Jesus' birth and and teaching of 'big story' of the	
Jesus. Why Jesus is Jesus, and a letter. bible.	
Christians believe important to Offer suggestions Identify Gospel and	
Jesus came to show Christians. about what texts prophecy texts,	
that all people are Recognise that about baptism and using technical	
precious and special stories of Jesus' life Trinity might mean. terms.	
to God. come from the Give examples of Explain connections	
Gospels. What these texts between biblical	
Stories of the adult Give 2 examples of mean to Christians texts, Incarnation	
Stories of the dedit	
ocsus; for example)	
the rectally of the	
to mide their heliefe	
to guide their beliefs part of a 'Gospel', Explain connections	
Jesus' birth is and actions at noting some between biblical	
announced (Luke 1 Christmas, for difference between texts and the idea	
v26-38/Matthew 1 v example, using John and the other of Jesus as Messiah,	
nativity scenes and Gospels. using theological	
Jesus is born in carols to celebrate Offer suggestions for terms.	
Jesus's birth	
What texts about Chairting	
God might medi.	
Shepheras (Eake 2	
vo 20) and magi	
(Wise Men) visit be thankful for at studied mean to Incarnation into	
(Matthew 2 v1-12) Christmas time some Christians practice in different	
No one has ever Ask questions about ways in celebrating	
the Christmas story	
Seell God Decause Commont on how the	
God is spirit (see Christians show their Comment of now the	

John 4v24) but Jesus		they might learn		beliefs about God,	idea that Jesus is the	
makes him known		from it: for		the Trinity in worship	Messiah makes sense	
(see John 1v18)		example, about		(in baptism and	in the wider story of	
(see somi ivio)		being kind and		prayer, for example)	the Bible.	
					the bibte.	
		generous		and in the way they		
				live.	Make clear	
					connections	
				Describe how	between the texts	
				Christians show	and what Christians	
				their beliefs about	believe about Jesus	
				God the Trinity in	as Messiah; for	
				the way they live.	example, how they	
				Make links between	celebrate Palm	
				some Bible texts	Sunday.	
				studied and the idea	Show how	
				of God in	Christians express	
				Ćhristianity,	their beliefs about	
				expressing clearly	Jesus as Prince of	
				some ideas of their	Peace and as one	
				own about what the	who transforms	
				God of Christianity is	lives, through	
				like.	bringing peace and	
					transformation in	
				Make links between	the world	
				some of the texts		
				and teachings about	Weigh up how far the	
				God in the Bible and	idea that Jesus is the	
				what people	Messiah - a saviour	
				believe about God	from God - is	
				in the world today,	important in the	
				expressing some	world today and, if it	
				ideas of their own	is true, what	
				clearly.	difference that	
				clearly.	might make in	
					people's lives.	
					people 3 tives.	
					Weigh up how far	
					the world needs a	
					Messiah,	
					expressing their	
					own insights.	
Gospol	What Do Christians	What is the Good	What kind of world did		What Would Jesus Do?	
Gospel	Believe God is Like?	News Jesus Brings?	Jesus want?		(The search for Truth,	
	Identify what a parable	Tell stories from the	Identify this as part		Guidance and	
	is.		of a 'Gospel', which			
	Tell the story of the	Bible and recognise a link with the concept			Reflection.)	
	Lost Son from the Bible		tells the story of the		Market Cont.	
	simply, and recognise a	for example, the	life and teaching of		Identify features of	
	link with the concept	idea of "good news"	Jesus.		Gospel texts (for	
	e.g. God as a forgiving	links to the practice	Make clear links		example, teachings,	
	Father.	of being thankful.	between the calling		parable, narrative)	
	Give clear simple	Give clear, simple	of the first disciples		Taking account of	
	accounts of what the	accounts of what the	and how Christians		the context, suggest	
	story means to	texts mean to	today try to follow		meanings of Gospel	
	Christians. Tell the Key	Christians; for	Jesus and be 'fishers		texts studied, and	

points of Jonah and the Whale give a clear Account and what this means for Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving: for example, by saying sorry; by seeing God as welcoming them back: by forgiving others. Give an example of how Christians put their beliefs into practice in worship: by saying sorry to God, for example.

Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Ninevah. Give at least 2 examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art.

Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. example, that people can trust God, and that they should say thank you to God for his good gifts.

Describe how Christians show their beliefs; for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and in their own lives.

Think, talk and ask questions about whether Jesus' "good news" matters to anyone other than Christians, exploring different ideas.

of people'.
Offer suggestions
about what Jesus'
actions towards the
leper might mean
for a Christian.

List two distinguishing features of a parable. Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'. Offer some ideas about the meaning of the Good Samaritan story to Christians.

Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of

Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.

Make simple links between the Good Samaritan story and the importance of charity in Christian life. Give some examples of how Christians act to show that they are following Jesus.

Make links between

Jesus.
Make links between the Bible stories studied and the importance of love, and life in the world Make links between some of Jesus's teaching about how to live, and life in the world today.

compare their ideas with ways in which Christians interpret Biblical texts, showing awareness of different interpretations.

Make clear connections between Gospel texts, Jesus' "good news" and how Christians community and in their individual lives. Relate biblical ideas. teachings or beliefs (for example) about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their world today, offering insights of their own.

Relate biblical ideas, teachings or beliefs (for example) about trust, forgiveness, or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

Salvation Why do Christian put close of their own clearly Why do Christian region and local put close of their own clearly Why do Christian region and close of their own clearly Recognize that Code of their own clearly from the close of their own clearly from the close of their own clear of their own clear own clear own clear own close own clear own						
Salvation Why do Circitizes put Across is in Easter contentions for the "big several contentions" of the big several content on the several content o						
Activation of the part of the						
a cross in an Easter Cardenii Processing the Lood, Incarnation, Gospel and Sciencian are and Sciencian	Columbian	Why do Christians put	Why does Easter	Why do Christians call the	What Difference Does	
Christians remember learnation, Gospel and Salvation are beliefs about Jesus' fast rest, death and british for example of his beliefs about Jesus' resurrection of each and british for example Matthew 28 V-15 Easter marring in the garden John Marry in whether the text at once processing the processing of the cample of the c	Salvation	a cross in an Easter	•	day Jesus died 'Good	Resurrection Make for	
Christians remember Jesus last week at Easter. Jesus far week at Easter. Jesus far mane means "He saves" Christians believe Dischard the biblio Christians believe Christians to glow Cords love. Christians try to Show love to others. Stories from the Easter narrative: Palm Sunday for example, Matthew Christians bow thelf Dischard the biblio Cords for the biblio Christians try to Show love to others. Stories from the Easter narrative: Palm Sunday for example, Matthew Christians bow thelf Dischard the biblio Christians try to Dischard the biblio Christians try to Show love to others. Stories from the Easter narrative: Palm Sunday for example, Matthew Christians bow thelf Dischard the biblio Christians belief in Christians belief Dischard the biblio Christians bow the biblio Christians belief Dischard the biblio Christians bow the biblio Christians belief Dischard the biblio Dischard the		Garden?		Friday'?	Christians?	
and Salvation are by the bible story" of the Bible, explaining the place within it of the lide, explaining the place within it of the lides of incarnation within a Bible, explaining the place within it of the lides of incarnation within a Bible, explaining the place within it of the lides of incarnation is timeline of the Bible stimeline of t		Chairtin and an annual and			Outline the timeline of	
Jesus name means Service of the Bible Service of Holy Servi					the "big story" of the	
Source frame means with the state of field bible. State of field bible with the state of field b						
Tell stories of Holy Christians believe Useus came to show God's love. Christians try to Show love to others. Christians try to Show love to others. Stories from the Easter narrative: Palm Sunday for example, Matthew John Matt					place within it of the	
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Jesus came to show Gods love, Christians try to show love to others. Stories from the Easter narrative: All Compared the Christians show the Easter narrative: All Compared the Christian show the East narrative is the Last Supper, Judos' Resourcetion. 21 v 1-11 Jesus' arrest, death and burial for example Matthew Christians show their beliefs about Jesus' death and compared the Christian concepts of the Easter narrative; All Christians show the Easter events of Sacrifice, Compared the Christians on Sacrifice, Compared the Christians on Sacrifice, Compared the Compared the Christians on Sacrifice, Compared the Compar				Offer suggestions for	and Salvation.	
God's love. Christians try to show love to others. Stories from the Easter narrative: Palm Sunday for example, Matthew 21 v 1-11 Jesus arrest, death and resurrection in for example, Besurrection for example and the development of the state of the stat			make a link with the		Suggest meanings for	
Christians try to show love to others. show love to others. Stories from the Easter narrative: Palm Sunday for example of how to behave. Offer suggestions about the centrality of the Christian show their beliefs about Lesus' edath and burial for example, Matthew 21 v 1-11 beliefs about Lesus' death and burial for example Matthew 22 v 1-15 Easter margin limits of example (and the core cannot be about the core cannot			idea of Salvation		resurrection accounts,	
people) Recognise that Jesus gives latured the state of the centrality of the which Christians linterpret these texts, sowing awareness of the centrality of the centrality of the christians show their beliefs about Jesus death and burial for example Matthew 26v47-56, 27v1-66 Jesus resurrection for example Matthew 28v1-15 Easter morning in the garden John Whether the text saw of the source that the texts and but sadness, hope or heaven, exploring different lideas. Mary) Depoile Recognise that Jesus gives latured the text studied mean to some Christians. Showing awareness of the centrality of the Christian show their beliefs about Jesus death and sexamples of what the carrier belief in Resurrection. Between the following the texts studied mean to some Christians. Showing awareness of the centrality of the Christian show their belief in Resurrection. Between the following the texts studied mean to some Christians. Showing awareness of the centrality of the Christian show their belief in Resurrection. Between the following the texts studied mean to some Christians. Showing awareness of the centrality of the Christian Showing awareness of the centrality of the Christians between the some of the texts studied mean to some Christians. Showing awareness of what the texts studied mean to some Christians the concepts of Scriffice, and the Core concepts of Cospel (spoot news), Solvation and the Core concepts of Cospel (spoot news), Solvation and the Core concepts of the scrift and the Core concepts of the scriff and the Core concepts of the scriff and the Core concepts of the scrif			(Jesus rescuing			
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some of the stories and teachings in the Bible confidence of the stories and teachings in the Bible christian belief in the				Maka links between		
teachings in the Bible Christian belief in the						
				 and life in the world	Resurrection and how	

				today expressing same	Christians warship an
				today, expressing some ideas of their own	Christians worship on
				ideas of their own	Good Friday and Easter
				clearly.	Sunday.
					Show how Christians
				Raise questions and	put their beliefs into
				suggest answers about	practice in different
				how serving and	practice in different
				celebrating,	ways.
				remembering and	Make clear
				betrayal, trust and	connections between
				standing up for your	the Christian concept
				beliefs might make a	of the resurrection
				difference to how pupils	and what Christians
				think and live	believe about hope
					and life after death,
					and how they show
					this in their church
					communities.
					Show how Christian
					belief in resurrection
					and life after death
					make a difference in
					make a difference in
					their lives.
					Explain why some
					people find belief in
					the Resurrection
					makes sense and
					inspires them.
					Offer and instifut their
					Offer and justify their
					own responses as to
					what difference belief
					in Resurrection might
					make to how people
					respond to challenges
					and problems in the
					world today.
					world today.
					Weigh up how far
					biblical teachings and
					beliefs about life
					after death might
					make a difference to
					people in the world
					today dovelaring
					today, developing
					responses and
					insights of their own.
<u> </u>				Address to see to fee to the	What Kind Of Kind is
Kingdom of				When Jesus left what	What Kind Of King is
				was the impact of	Jesus?
God				Pentecost?	Explain connections
1 300				Make clear links	between biblical texts
				between the story of	and the concept of the
				between the story of	Kingdom of God.
	<u> </u>	<u> </u>			Kingdom of God.

the day of Pentecost Consider different and Christian belief possible meanings for about the Kingdom of the biblical texts God on Earth. studied, showing Offer suggestions awareness of different about what the interpretations. description of Pentecost in Acts 2 Compare their ideas might mean. with ways in which Christians interpret Give examples of what Pentecost biblical texts. showing awareness of means to some Christians now. different Order concepts interpretations. within a timeline of the Bible's 'big story'. Make clear List two connections between distinguishing belief in the Kingdom features of a of God and how narrative and a Christians put their beliefs into practice in letter as different types of biblical different ways, including in worship texts. and in service to the Offer suggestions about what the community. texts studied (1 For example through Corinthians 12 and Galatians 5) might receiving and mean, and give practising examples of what forgiveness. the texts studied mean to some Christians Relate Christian Make simple links teachings or beliefs between the about God's Kingdom description of the day to the issues, problems of Pentecost in Acts and opportunities of their own lives and the 2, the Holy Spirit and the Kingdom of God, life of their own and how Christians community in the live their whole lives. world today, offering insights about whether and in their church communities. or not the world could Make simple links or should learn from Christian ideas between the idea of the church as a body, the fruit of Identify ideas arising the Spirit, and the from their study of Kingdom of God, the Kingdom of God and how and comment on how Christians live in far these are helpful their whole lives or inspiring for the world today, and in their justifying their

					church		responses.	
					communities.			
					Describe how			
					Christians show			
					their belief about			
					the Holy Spirit in			
					worship and in the			
					way they live.			
					Make links between			
					ideas about the			
					Kingdom of God			
					explored in the Bible			
					and what people			
					believe about following God in the			
					world today			
					expressing some of			
					their own ideas.			
					Raise questions			
					and suggest			
					answers about			
					how far the ideas			
					about church as a			
					body and the fruit			
					of the Spirit might			
					make a difference			
					to how pupils			
					think and live.			
					Make links			
					between			
					fellowship and			
					fruit of the Spirit			
					and life in the			
					world today,			
					expressing some			
					ideas of their own			
					clearly.			
Other Feithe	Being Special Where	Who Is Jewish and	Who is Muslim and	How Do Festivals and	What Do Hindus	What Does it Mean to	Why do Hindus Want To	
Other Faiths	Do We Belong?	How do they Live?	how do they Live?	Worship show what	Believe God Is Like?	Be Muslim in Britain	be Good?	
		(Double unit)	(Double unit)	matters to a Jew?	 Identify some Hindu 	Today?		
	re-tell religious stories	Make sense of belief:	Make sense of belief:		deities and say how	Make sense of belief:	 Identify and explain 	
	making connections	• Recognise the words	• Recognise the words	Make sense of belief: •	they help Hindus	Identify and explain	Hindu beliefs, e.g.	
	with personal	of the Shema as a	of the Shahadah and	Identify some Jewish	describe God • Make	Muslim beliefs about	dharma, karma,	
	experiences • share	Jewish prayer • Re-tell	that it is very	beliefs about God, sin	clear links between	God, the Prophet and	samsara, moksha, using	
	and record occasions	simply some stories	important for Muslims	and forgiveness and	some stories (e.g.	the Holy Qur'an (e.g.	technical terms	
	when things have	used in Jewish	 Identify some of the 	describe what they	Svetaketu, Ganesh,	Tawhid; Muhammad as	accurately • Give	
	happened in their lives	celebrations (e.g.	key Muslim beliefs	mean. • Make clear	Diwali) and what Hindus	the Messenger, Qur'an	meanings for the story	
	that made them feel	Chanukah) • Give	about God found in	links between the	believe about God •	as the message)	of the man in the well	
L	special • recall simply	examples of how the	the Shahadah and the	story of the Exodus	Offer informed	Describe ways in which	and explain how it	

what happens at a traditional Christian infant baptism and dedication • recall simply what happens when a baby is welcomed into a religion other than Christianity

Which Stories Are Special and Why?

• talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Torah • talk about some of the things these stories teach believers

celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. **Understand the** impact: • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections: • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

stories used in

99 names of Allah, and give a simple description of what some of them mean . Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understand the impact: • Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation. fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. Make connections: • Think. talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and selfcontrol, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. Step

and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today. **Understand the** impact: • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals. both at home and in wider communities Make connections: • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. . Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today. including pupils' own lives, and giving good

How Do Festivals and Worship show what matters to a Muslim?

reasons for their ideas.

Make sense of belief: • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about

suggestions about what Hindu murtis express about God • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas

What Does it Mean To Be Hindu in Britain Today?

Understand the impact: • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Make sense of belief: • Identify the terms dharma, Sanatan Dharma and Hinduism

living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Understand the impact: Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections: Make connections between Muslim beliefs studied and Muslim wavs of living in Britain/your region today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. Step.

Muslim sources of

authority guide Muslim

Why is the Torah Important to Jewish People?

Make sense of belief: • Identify and explain
Jewish beliefs about
God • Give examples
of some texts that say
what God is like and
explain how Jewish
people interpret them
Understand the

relates to Hindu beliefs about samsara, moksha, etc. • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

				God and ibadah (e.g.	and say what they mean	impact: • Make clear		
				how God is worth	Make links between	connections between		
				worshipping; how	Hindu practices and the	Jewish beliefs about		
				Muslims submit to	idea that Hinduism is a	the Torah and how		
				God) Understand the	whole 'way of life'	Jews use and treat it •		
				impact: • Give	(dharma) Make	Make clear connections between		
				examples of ibadah	connections: • Raise			
				(worship) in Islam (e.g. prayer, fasting,	questions and suggest answers about what is	Jewish commandments and how Jews live (e.g.		
				celebrating) and	good about being a	in relation to kosher		
				describe what they	Hindu in Britain today,	laws) • Give evidence		
				involve. • Make links	and whether taking part	and examples to show		
				between Muslim	in family and	how Jewish people put		
				beliefs about God and	community rituals is a	their beliefs into		
				a range of ways in	good thing for	practice in different		
				which Muslims worship	individuals and society,	ways (e.g. some		
				(e.g. in prayer and	giving good reasons for	differences between		
				fasting, as a family and	their ideas.	Orthodox and		
				as a community, at	Step	Progressive Jewish		
				home and in the		practice) Make		
				mosque) Make		connections: • Make		
				connections: • Raise		connections between		
				questions and suggest		Jewish beliefs studied		
				answers about the		and explain how and		
				value of submission		why they are important		
				and self-control to		to Jewish people today		
				Muslims, and whether		Consider and weigh the value of a g		
				there are benefits for people who are not		up the value of e.g. tradition, ritual,		
				Muslims. • Make links		community, study and		
				between the Muslim		worship in the lives of		
				idea of living in		Jews today, and		
				harmony with the		articulate responses on		
				Creator and the need		how far they are		
				for all people to live in		valuable to people who		
				harmony with each		are not Jewish.		
				other in the world				
				today, giving good				
				reasons for their ideas.				
Cross themed	What Places Are	What does it mean to	What makes some	How Do Religious and	How and Why do some	Why Do Some People	How Does Faith Help	
	Special and Why?	belong to a Faith	people and places in	Non- Religious People	People in Cornwall	Believe in God and	People in Cornwall	
or Curriculum	Talk about	Community?	Cornwall sacred? Make sense of belief:	Try to Make the World	Mark Significant	Some do Not?	When Life Gets Hard?	
Kerwenek	somewhere that is special to themselves,	Make sense of beliefs:Recognise that loving	Recognize that there	a Better Place? Make sense of belief: •	Events? Make sense of belief:	Make sense of belief:	Making sense of belief:	
	saying why •	others is important in	are special people and	Identify some beliefs	Identify festivals that	Define the terms	Describe at least three	
Linked.	Recognise that some	lots of communities •	places in Cornwall that	about why the world is	are unique to Cornwall	'theist', 'atheist' and	examples of ways in	
	religious people have	Say simply what Jesus	are sacred to believers	not always a good	and explain how they	'agnostic' and give	which religions guide	
	places which have	and one other religious	· Identify at least three	place (e.g. Christian	started	examples of	people in how to	
	special meaning for	leader taught about	sacred/holy places in	ideas of sin). • Make	Offer informed	statements that reflect	respond to good and	
	them • Talk about the	loving other people	Cornwall and give a	links between religious	suggestions about the	these beliefs •	hard times in life •	
	things that are special	Understand the	simple account of how	beliefs and teachings	meaning and	Identify and explain	Identify beliefs about life	
	and valued in a place	impact: • Give an	they are used, why	and why people try to	importance of	what religious and	after death in at least	
	of worship • Begin to	account of what	they are important and	live and make the	ceremonies/ festivals	non-religious people	two religious traditions,	

recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship) • Express a personal response to the natural world.

happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and nonreligious) Make connections: • Give examples of ways in which people express their identity and belonging within faith communities and other communities. responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

what people do there Re-tell a story about a Cornish Saint and connect this story to the local area Understand the impact: · Give examples of stories, objects and symbols used in churches, which show what people believe · Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this Make connections: · Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas · Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places

world a better place. Understand the impact: • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action Make connections: • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

for religious and nonreligious people today in Cornwall Understand the impact: Describe special times in the Cornish year. Make simple links between beliefs and importance of these special events to the people of Cornwall Identify some differences in how people celebrate community life e.g., different practices in local festivals and traditions Make connections: Raise questions and suggest answers about why it is important for everyone to feel part of a community Make links between festivals that mark different times of the vear in Cornwall

Give good reasons why

they think ceremonies

of commitment are or

are not valuable today

believe about God. their ideas from • Give examples of or do not believe in God Understand the impact: • Make clear connections between what people believe about God and the how they live • Give evidence and **Christians sometimes** disagree about what God is like (e.g. some differences in interpreting Genesis) Make connections: • Reflect on and articulate some ways in which believing in God is valuable in the wavs it can be views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and lives, in the light of their learning. Step

comparing and explaining for similarities and differences. **Understanding the** impact: • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. Making connections: • Reflect on a range of artistic expressions of afterlife, articulating and explaining different wavs of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

How should we care for others and the world?

Make sense of belief: • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells

saving where they get reasons why people do impact of this belief on examples to show how lives of believers, and challenging • Consider and weigh up different behaviour in their own

	Christians and Jews			
	about the natural			
	world			
	Understand the			
	impact: • Give an			
	example of how people			
	show that they care for			
	others (e.g. by giving to			
	charity), making a link			
	to one of the stories •			
	Give examples of how			
	Christians and Jews can			
	show care for the			
	natural earth • Say			
	why Christians and Jews might look after			
	the natural world			
	Make connections: •			
	Think, talk and ask			
	questions about what			
	difference believing in			
	God makes to how			
	people treat each			
	other and the natural			
	world • Give good			
	reasons why everyone			
	(religious and non-			
	religious) should care			
	for others and look			
	after the natural world.			
Our establish				
Opportunities				
for SMSC /				
British values				
British values				

Whole School Curriculum Plan

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
R	Why is the word of God	Why is Christmas so	What places are Special	Why is Easter so Special	Being special Where do	What times ,stories are
	so important to	special to Christians?	and why?	to Christians?	we belong?	special and why?
	Christians?	 Incarnation 	 Rituals, ceremonies 	 Salvation 	 Values and personal 	• Expression
	God/Creation		and lifestyles		growth	
1	Who made the world?	What does it mean to	What do Christians	Who is Jewish and how do they live?		How should we care for
	Harvest	belong to a faith	believe God is Like?	Beliefs and teachings		the world and for others,
	 God/Creation 	community?	 Gospel 	Expression		and why does it matter?
		 Expression 		Rituals, ceremonies and lifestyles		Beliefs and teachings
		Rituals, ceremonies				Values and personal
		and lifestyles				growth
						Expression
2	Who is Muslim and how	Why Does Christmas	Who is Muslim and how	Why does Easter matter	What is the good news	What makes some places
	do they live? (PART 1)	Matter To Christians?	do they live? (PART 2)	to Christians?	Jesus brings?	in Cornwall sacred to
	Islam	 Incarnation 	Islam	 Salvation 	 Gospel 	believers?
	 Rituals, ceremonies 		 Rituals, ceremonies 			CK for RE
	and lifestyles		and lifestyles			Beliefs and teachings
	 Beliefs and teachings 		 Beliefs and teachings 			Expression
	 Values and personal 		 Values and personal 			Rituals, ceremonies
	growth		growth			and lifestyles
3	What do Christians learn	How do festivals and	What is it like to follow	How do festivals and	What kind of world did	How and why do religious
	from the Creation story?	family life show what	God?	worship show what	Jesus want?	and non-religious people
	Creation	matters to Jewish	People Of God	matters to a Muslim?	 Gospel 	try to make the world a
		people?		Islam		better place?
		Rituals, ceremonies		 Rituals, ceremonies 		Values and personal
		and lifestyles		and lifestyles		growth
		 Beliefs and teachings 		 Beliefs and teachings 		Rituals, ceremonies
		 Values and personal 		 Values and personal 		and lifestyles
		growth		growth.		
4	What do Hindus believe	What is the Trinity	What does it mean to be	Why do Christians call	When Jesus left what	How do some people in
	God is like?	 Incarnation 	a Hindu in Britain today?	the day Jesus died 'Good	was the impact of	Cornwall mark significant
	Beliefs and teachings		Hinduism	Friday'?	Pentecost?	events?
	Expression		 Expression 	 Salvation 	Kingdom Of God	CK 4RE
	Values and personal		Rituals, ceremonies			Beliefs and teachings
	growth.		and lifestyles			Rituals, ceremonies
						and lifestyles
•						· ·

			Values and personal growth			
5	What does it mean to be a Muslim in Britain today? Islam • Expression • Rituals, ceremonies and lifestyles • Values and personal growth	Was Jesus the Messiah? • Incarnation	What does it mean if God is Holy and Loving? • God	Why is the Torah so important to Jewish people? Judaism Beliefs and teachings Expression Values and personal growth	What would Jesus do? • Gospel	Why do some people believe in God and some people not? Beliefs and teachings Values and personal growth
6	Why do Hindus want to be good? Hinduism Expression Beliefs and teachings Rituals, ceremonies and lifestyles Values and personal growth		Creation & Science - Conflict or Complimentary? • Creation	What difference does resurrection make for Christians? • Salvation	What kind of King is Jesus? • Kingdom of God	How does faith help people in Cornwall when life gets hard? CK 4 RE Rituals, ceremonies and lifestyles Values and personal growth.