

RE Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Making Sense of Beliefs	Recognise that people have different beliefs and celebrate special times in different ways. (UW-DM)	Identify core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (eg the meaning behind a festival). Give simple, clear accounts of what stories and other texts mean to believers.	Identify and describe the core beliefs and concepts studied. Make clear links between texts / sources of authority and the core concepts studied. Offer informed suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.	Identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions. Describe examples of ways in which people use texts / sources of authority to make sense of core beliefs and concepts. Give meanings for texts / sources of authority studied, comparing these ideas with some ways in which believers interpret texts / sources of authority.
Understanding the Impact	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary ... Express their ideas and feelings about their experiences using full sentences. (C+L_S)	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 practice.	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and the way they live. Identify some differences in how people put their beliefs into practice.	Make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways eg in different communities, denominations or cultures.
Making Connections	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UW-PCC)	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.	Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Give good reasons for the views they have and the connections they make.	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists). Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

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Key Stage 1						
Making Sense of Beliefs Identify core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (eg the meaning behind a festival). Give simple, clear accounts of what stories and other texts mean to believers.			Understanding the Impact 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 practice.		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.	
Year A						
	Prior Learning	Intent (children will learn)	Unit (Cornwall Agreed Syllabus)	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn A	F1 Why is the word God special to Christians? EYFS Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction 1.6 who is Muslim and how do they live?	What the Creation Story tells Christians about God, Creation and the World and how they are thankful. How belonging and loving others are an important part of faith, and other, communities.	1.1 Who do Christians say made the world? 1.10 What does it mean to belong to a faith community?	1. Use senses to explore nature 2. Understand that Christians believe that God created the world 3. Understand how Christians say thanks to God 4. Understand the importance of harvest to Christians 5. Ask questions and explore ideas about the creation of the universe 1. Understand what belonging means 2. Understand how people are welcomed to faith communities 3. Understand how people show that they love each other in different faith communities 4. Understand the Christian belief that God loves everyone 5. Understand the importance of the Nativity Story to Christians	Bible Christian Christianity Creation Story Creator Genesis Harvest festival Belonging Christmas Community Marriage Nativity Welcome ceremony	To develop knowledge of the Christian Creation story. To develop knowledge of the notions of love and belonging in different faith communities.
	Spring A	1.6 Who is a Muslim and how do they live What Christianity is and what Christians believe	To understand that Christians believe that God is loving and forgiving	1.1 What do Christians believe God is like?	1. Recap the key points of Christianity 2. Understand what a parable is. 3. Understand the Christian belief in a forgiving and loving God. 4. Understand how Christians use prayer to practise their beliefs. 5. Discuss the theme in the parables “The Prodigal Son”.	Belief Bible Christian Christianity Forgiving Parable

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	EYFS Learn about similarities and differences between different cultural communities in our country	To have an awareness of the Jewish faith and some practices of Judaism	1.7 Who is Jewish and how do they live?	<ol style="list-style-type: none"> Look at an overview of the Jewish faith. Understand the importance of the Torah in the Jewish faith. Understand the importance of the Shema in the Jewish faith. Understand what a Mezuzah is and how it is used in the Jewish faith Understand the importance of Shabbat and some of its special customs. 	Prayer Challah Judaism Mezuzah Shabbat Shema Synagogue Torah	Develop understanding of some the key concepts of the Jewish faith.
Summer A	1.1 What is Christianity and what do Christians believe (KS1) 1.6 Who is Muslim and what they believe (KS1) 1.7 What Judaism is and what Jewish people believe (KS1) Similarities and differences between different cultural communities in our country (EYFS)	To develop awareness of the Jewish faith and some practices of Judaism To develop an awareness of what makes some places in Cornwall sacred.	1.7 (Part 2) Who is Jewish and how do they live? 1.8 What makes some people and places in Cornwall sacred?	<ol style="list-style-type: none"> Recall previous learning about the Jewish faith Understand the festival of Hanukkah and why it is important to Jewish people Understand the festival of Sukkot and why it is important to Jewish people Understand the David and Goliath story and what it means to Jewish people Understand the importance of reflection, thanksgiving, praise remembrance and celebration to Jewish people <ol style="list-style-type: none"> Understand that there are some people and places in Cornwall that are sacred/holy. Understand how communities celebrate special people and places. Understand and retell the story of St Piran. Understand why some places are special/sacred to people and talk about our own special places. Understand how churches show the beliefs of people who worship there. 	David and Goliath Hannukah Judaism Menorah Sukkah / Sukkot Tanakh Torah Holy Patron Saint Sacred St Buriana St la St Piran Worship	Continue to develop understanding of some the key concepts of the Jewish faith. Children will be able to recognise and talk about special people and places in Cornwall that are special or sacred.
Year B						
	Prior Learning	Intent (children will learn)	Unit (Cornwall Agreed Syllabus)	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn B	EYFS – Know some similarities and differences between different religious and cultural	To understand who is Muslim and how they live.	1.6 Who is a Muslim and how do they live? (1)	<ol style="list-style-type: none"> WALT: what a Muslim believes (children will consider key Muslim beliefs - 5 Pillars) WALT: understand the importance of the Shahada (children will consider the importance of community to Muslims and themselves) 	Allah Five Pillars Islam Muhammad Muslim Prophet	Children will have an understanding of the principles of the Muslim faith.

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	<p>communities in this country</p> <p>1.7: Who is Jewish and how do they live?</p> <p>1.12 Christianity in Cornwall.</p> <p>F1 - Why is Christmas special for Christians?</p> <p>EYFS: Know some similarities and differences between religious communities in this country.</p>	<p>To understand why Christmas matters to Christians.</p>	<p>1.3 Why does Christmas matter to Christians?</p>	<p>3. WALT: understand that there are 99 names for Allah (children will learn the meaning and importance of some of the 99 names)</p> <p>4. WALT: understand the importance of the Prophet Muhammad (children will share and discuss a story about the Prophet)</p> <p>5. WALT: understand that the Quran is important to Muslims (children will compare the Quran to special books of they own)</p> <p>1. WALT: the important of Advent to Christians (children will consider the meaning and timing of Advent)</p> <p>2. WALT: understand why Christmas is important to Christians (children will consider the Nativity Story and the incarnation of Jesus)</p> <p>3. WALT: understand that stories of Jesus' life came from the Gospels (children will share the Gospel of St Luke and consider why Christians are thankful for the birth of Jesus)</p>	<p>Qur'an Shahada Tawhid</p> <p>Advent Bible Christian Christianity Gospel Nativity Thankfulness</p>	<p>Children will have an understanding of the Christian perspective of Christmas.</p>
Spring B	<p>EYFS - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>1.6 Who is a Muslim and how do they live? (1)</p> <p>F2 Why is Easter special to Christians?</p> <p>EYFS -Express their ideas and feelings</p>	<p>To understand who is Muslim and how they live (2)</p> <p>To understand why Easter matters to Christians.</p>	<p>1.6 Who is Muslim and how do they live? (2)</p> <p>1.5 Why does Easter matter to Christians?</p>	<p>1. WALT: the meanings of some stories about the Prophet Muhammad (children will read an discuss the story of Muhammad and the Cloth)</p> <p>2. WALT: understand that Muhammad is God's messenger (children will complete a Guided Reading activity to deepen understanding)</p> <p>3. WALT: understand why the Quran s so special to Muslims (children will learn the "rules to live by" from the Qu'ran</p> <p>4. WALT: understand why Salah is important to Muslims (children will consider how and why Muslims pray 5 times daily)</p> <p>5. WALT: reflect on our learning about Islam (children will consider which of its practices and virtues can be transferred to life outside Islam)</p> <p>1. WALT: understand why Holy Week is important to Christians (children will explore and sequence the events of Holy Week)</p> <p>2. WALT: understand the emotions of Jesus' followers during Holy Week (children will talk about feelings of happiness and sadness)</p> <p>3. WALT: understand the importance of eggs as a Christian symbol of Easter (children will consider he connection between eggs, new life and resurrection)</p>	<p>Allah Five Pillars of Islam Ibadah Iman Islam Muhammad Muslim Prophet Qur'an Shahada Tawhid</p> <p>Christian Christianity Easter Sunday Good Friday Holy Week Palm Sunday</p>	<p>Children will have an understanding of the principles of the Muslim faith.</p> <p>Children will have an understanding of the Christian perspective of Easter.</p>

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	<p>about their experiences</p> <p>1.3 Why does Christmas matter to Christians?</p>			<p>4. WALT: understand how Christians show their beliefs in Easter worship (children will use art to express different aspects of Easter)</p> <p>5. WALT: understand the Christian belief in Salvation (children will create sunrise art to reflect the Christian belief of darkness into light)</p>	Resurrection Salvation	
Summer B	<p>F1 Why is the word 'God' so important to Christians?</p> <p>1.1 What do Christians believe God is like?</p> <p>F5 Which places are special and why? EYFS – Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>To understand the Christian belief in the good news that Jesus brings.</p> <p>To understand how we should care for the world and others and why it matters.</p>	<p>1.4 What is the 'good news' Christians believe Jesus brings?</p> <p>1.9 How should we care for others and the world, and why does it matter?</p>	<p>1. WALT: recap Christian beliefs</p> <p>2. WALT: understand the meaning of a story from the Bible (Matthew the tax collector) and that God is a friend to everyone</p> <p>3. WALT: understand that God forgives his followers and why people should forgive others too</p> <p>4. WALT: understand the meaning of peace to Christians and how it translates to wider life</p> <p>5. WALT: understand how Christians help this in need</p> <p>6. WALT: understand that friendship, peace and forgiveness can be good for all people</p> <p>1. WALT: understand that every person is unique and valuable</p> <p>2. WALT: understand the key Christian belief of caring for others</p> <p>3. WALT: understand the golden Rule</p> <p>4. WALT: why it is important to care for the natural world</p> <p>5. WALT: understand the importance of saying thanks to others</p>	<p>Christian Christianity Disciple Friendship Forgiveness Gospel Peace</p> <p>Creation Story Genesis Golden Rule</p>	<p>Children will have an understanding of the importance of friendship, peace and forgiveness.</p> <p>Children will have an understanding of how and why we care for the world and others.</p>

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Lower Key Stage 2						
Making Sense of Beliefs Identify and describe the core beliefs and concepts studied. Make clear links between texts / sources of authority and the core concepts studied. Offer informed suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.		Understanding the Impact Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and the way they live. Identify some differences in how people put their beliefs into practice.		Making Connections Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Give good reasons for the views they have and the connections they make.		
Year A						
	Prior Learning	Intent (children will learn)	Unit (Cornwall Agreed Syllabus)	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn A	EYFS - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 1.6 Who is a Muslim and how do they live? (1)	To make links between Muslim beliefs about God and a range of ways in which Muslims worship.	L2.9 How do festivals and worship show what matters to a Muslim?	WALT: Introduce the meaning of the words 'Islam' and 'Muslim' WALT: understand the significance of prayer to Muslims WALT: Compare prayer at home with Friday prayer at the mosque. WALT: Understand the mosque/masiid is important within the Muslim communities. WALT: Find out about the experiences of a Muslim during Ramadan WALT: Understand what the benefits are for anyone living a self-disciplined life.	Fasting Islam Mosque Muslim Prayer Qur'an Ramadan Reflect Submit	Children will produce a detailed drawing of a mosque.
	1.7 Who is Jewish and how do they live?	To make simple links between Jewish beliefs about God and His people and how Jews live and worship in festivals.	L2.10 How do festivals and family life show what matters to Jews?	WALT: Explore the stories behind Jewish festivals: WALT: Explore Rosh Hashanah WALT: Explore what happens and why on Yom Kippur WALT: Explore the epic story of the Exodus WALT: Understand the importance of the Ten Commandments WALT: Reflect upon on how Jewish family life encourage a reflective approach to life	Commandment Exodus Fasting Forgivingness Passover Pesach Prayer Book Rosh Hashanah Siddur Yom Kippur	Children will create a leaflet to advertise/inform people about a Jewish festival.
Spring A	1.2 Who do Christians say made the world?	Children will learn about the story of the creation. They	L2.1 - What do Christians learn	WALT: understand how our world can be viewed as wonderful. WALT: sequence the events of the creation story	Caretaker Christians Creation	Clear ideas, views and opinions on how

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	<p>F1 Why is the word ‘God’ so important to Christians?</p> <p>1.1 What do Christians believe God is like?</p>	<p>will explore how Christians use the story of the creation to shape their lives.</p> <p>They will explore how Christians live their lives.</p>	<p>from the creation story?</p> <p>L2.2 - What is it like for someone to follow God?</p>	<p>WALT: understand ways in humans look after the world WALT: explore God as a creator and protector of the world (through hymns and songs) WALT: explore the story of Adam and Eve and their ‘fall’ from God.</p> <p>WALT: identify the Old and New Testament and what they contain. WALT: explore the story of Noah’s Ark WALT: look at the rules God gives Noah after the flood and compare these with rules that Christians live their lives by today. WALT: explore the things that we can do to make the word a better place WALT: explore the promises that Christians make to God (weddings, baptisms)</p>	<p>Creator God Good Fall Hymns Love Prayer Protector Steward Sins</p> <p>Baptism Compare New Testament Old Testament Promise Trinity Wedding</p>	<p>Christians choose to live their lives through the teachings of the bible and God (both units).</p>
Summer A	<p>F3 Why is Easter special for Christians? [Salvation</p> <p>1.5 Why does Easter matter to Christians? [Salvation]</p> <p>U1.8 CKRE What makes some people and places in Cornwall sacred?</p>	<p>Children will explore Pentecost and Christian beliefs. They will describe how Christians show their beliefs about the Holy Spirit in worship.</p> <p>Children will learn about how and why people in Cornwall mark significant events in their communities.</p>	<p>L2.6 For Christians, what was the impact of Pentecost?</p> <p>Unit L2.11 CK4RE: How and why do people in Cornwall mark significant events in community life?</p>	<p>WALT: Explore Christians beliefs in Jesus’ resurrection and how this links to God ruling Earth. WALT: Tell the story of Pentecost. WALT: Explore the idea of the power of the Holy Spirit and the impact on the disciples and listeners. WALT: Understand what the followers of Jesus were told to do and how they felt about it. WALT: Understand what Christians think the holy spirit is and why it is important. WALT: Consider why some people choose live their lives without God.</p> <p>WALT: explore special times in which we feel we ‘belong’. WALT: explore significant events throughout the year that are specific to Cornwall. WALT: Explore the questions - what is a festival and which festivals originated in Cornwall? WALT: Explore some stories of Cornish saints. WALT: Explore why Cornwall is a spiritual place and recognise key spiritual landmarks.</p>	<p>Disciples God Holy Spirit Jesus Pentecost Resurrection Trinity</p> <p>Church Festivals Origins Pilgrimage Saints Special Spiritual</p>	<p>Children will be able to make clear links between the story of Pentecost and Christian beliefs about the kingdom of God on Earth.</p> <p>Children will experience a Golowan celebration and understand the significance of this in Penzance.</p>
Year B						

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	Prior Learning	Intent (children will learn)	Unit (Cornwall Agreed Syllabus)	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn B	1.1 What do Christians believe God is like?	To understand what is the Trinity and why it is important to Christians.	L2.3 What is the Trinity and why is it important for Christians?	<ol style="list-style-type: none"> 1. Understand the importance of water as a religious symbol. 2. Understand that the gospels tell the story of Jesus's life. 3. Use symbols to represent God. 4. Write a baptism prayer. 5. Design a piece of art depicting The Trinity. 6. Understand what is the trinity and why it is important to Christians. 	Baptism Cleansing God Gospel Holy Spirit Symbol Trinity Worship	Production of a piece of artwork depicting The Trinity.
	F1 Why is the word 'God' so important to Christians? [God] KS1 Unit 1.4 What is the 'Good News' Christians believe Jesus brings?	To understand what kind of world Jesus wanted.	L2.4 What kind of world did Jesus want? [Gospel]	<ol style="list-style-type: none"> 1. Understand the meaning and importance of a favourite possession. 2. Understand why the disciples gave up everything to follow Jesus. 3. Understand the significance of events in a Gospel story 4. Understand why the story of the Good Samaritan tells us what kind of work Jesus wanted. 5. Understand how the church helps others in the community. 6. Understand what kind of world Jesus wanted. 	Disciples Gospel Jesus Samaritan Vulnerable	A poster which presents the ideas covered in this unit.
Spring B	F3 Why is Easter special for Christians? 1.5 Why does Easter matter to Christians?	To understand why Christians call the day Jesus died 'Good Friday.	L2.5 Why do Christians call the day Jesus died Good Friday?	<ol style="list-style-type: none"> 1. Recap what Christians believe about God and Jesus. 2. Understand what happens during Holy Week. 3. Understand the significance of events during Holy Week. 4. Understand the importance of each day of Holy Week. 5. Understand the emotions associated with Holy Week. 6. Understand why Christians call the day Jesus died Good Friday. 	Bible Church Crucifixion Disciples Easter Holy Week Resurrection	A poster to display which explains the significance of Holy Week
	F5 Which places are special and why? Unit 1.9 How should we care for others and the	To understand How and why people try to make the world a better place?	L2.12 How and why do people try to make the world a better place?	<ol style="list-style-type: none"> 1. Understand some ways in which the world is not a good place. 2. Explore the lives of inspirational Christians. 3. Understand how the 10 commandments are a guide for living. 	Bible Global Humanism Poverty Worship	A poster to recognise the work of an inspirational person.

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	world and why does it matter?	<i>Christians, Muslims, non-religious</i>		4. Compare the work of Christian Aid and Islamic Relief. 5. Compare ways of being good without God. 6. Reflect on the values of love, honesty and kindness in our own lives.		
Summer B	EYFS - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 1.10 What does it mean to belong to a faith community? 1.8 What makes some places sacred to believers?	To understand what Hindus believe God is like; making clear links between stories. To understand what it means to be a Hindu in Britain today.	L2.7 What do Hindus believe God is L2.8 What does it mean to be Hindu in like? [Brahman/ <i>atman</i>] Britain today? [Dharma]	1. Understand the importance of the 'Aum' symbol. 2. Understand the story of 'Svetaketu' and the relationship with 'Brahman' 3. Investigate the concept of self identify and compare with the 'Deities'. 4. Understand how Hindus worship at home. 5. Introduce 'Diwali' and the story of 'Rama and Sita'. 6. Understand what Hindus believe God is like 1. Understand the uses and significance of objects in a Hindu home. 2. Understand the daily lives of a Hindu family. 3. Explore the traditions within the Hindu faith communities. 4. Explore the celebration of Diwali in Britain. 5. Explore different Hindu celebrations. 6. Understand what it means to be a Hindu in Britain today.	Aum / Om Braham Hindu Puja Shrine Brahma Community Hindu Hinduism Worship	Production of a piece of artwork inspired by Diwali. Hold a Hindu inspired celebration.

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Upper Key Stage 2						
Making Sense of Beliefs Identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions. Describe examples of ways in which people use texts / sources of authority to make sense of core beliefs and concepts. Give meanings for texts / sources of authority studied, comparing these ideas with some ways in which believers interpret texts / sources of authority.			Understanding the Impact Make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways eg in different communities, denominations or cultures.		Making Connections Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists). Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	
Year A						
	Prior Learning	Intent (children will learn)	Unit (Cornwall Agreed Syllabus)	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn A	1.1 What do Christians believe God is like? L2.1 What do Christian learn from the Creation Story?	To explore what people believe and what difference this makes to how they live.	U2.1 What does it mean for Christians to believe that God is holy and loving?	<ol style="list-style-type: none">1. Identify different types of bible text. Understand a passage from the Bible.2. Identify how hymns and worship express Christian beliefs of God.3. Identify ways that places of worship reflect beliefs. Identify key parts of a cathedral and how they represent God in Christianity.4. Discuss the use of symbolism in religions. Create an image to depict ideas of God.5. Discuss what we mean by Holy and Loving.6. Identify how our lives have guides to live by. Talk about our world and how we could make it better.	Bible Cathedral Divine Contemporary Humanism Hymn Medieval Psalm Symbols Traditional Worship	Ask pupils to design (and make?) a new work of art for a Cathedral which shows how forgiveness in needed in the world this year.
	F2 Why is Christmas special for Christians? 1.3 Why does Christmas matter to Christians? L2.3 What is the 'Trinity' and why is it important for Christians?	To explore how Christians respond to the idea of God as omnipotent and eternal.	U2.3 Why do Christians believe that Jesus is the Messiah?	<ol style="list-style-type: none">1. Understand the concept of the Trinity and Jesus being god in the Flesh.2. Understand what the term 'Messiah' means and qualities of a saviour.3. Read Gospel texts and identify expectations of a Messiah.4. Empathise and understand how disciples and characters in the bible saw Jesus.5. Understand how Christians put their beliefs about Jesus' Incarnation in celebrating Christmas.6. Explore how Christians today feel about needing a saviour and non-religious responses to the world's needs.	Big Story Christmas Exile Gospel Incarnation Messiah Old Testament Prophecy Prophet Saviour	Create an Ad campaign for Christians to explain how Christmas is about Jesus.
Spring A	F1 Why is the word 'God' so important to Christians?	Dive into the Creation story, examining	U2.2 Creation and Science:	<ol style="list-style-type: none">1. Examine Genesis and the purpose of the creation story2. Identify how Christian interpret the creation story in different ways.	Complementary Conflicting Cosmology	Write a response to issues explored.

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	<p>1.2 Who do Christians say made the world? L2.1 What do Christians learn from the creation story?</p> <p>F4 Being special: where do we belong? 1.8 What makes some places sacred to believers?</p> <p>L2.11 How and why do people mark the significant events of life?</p>	<p>Christians' beliefs and compare those with non-believers approach to Earth.</p> <p>Explore the concept of agnostics, atheists and believers, looking at how their lives are affected and how this impacts on our world.</p>	<p>conflicting or complementary?</p> <p>U2.11 Why do some people believe in God and some people not?</p>	<p>3. What are scientific accounts of cosmology and the beginnings of Earth?</p> <p>4. Show how Science and faith can answer questions about the beginnings of the universe.</p> <p>5. Find out about a scientist who is also a Christian and how they make sense of God and Science when considering the world.</p> <p>6. Use unit knowledge to question and discuss whether Science and religion work together or against each other.</p> <p>1. Explore how many people do or don't believe in God and introduce terms 'theist', 'agnostic' and 'atheist'.</p> <p>2. Identify and explore what different religions believe about God how he makes a difference in comparison to viewpoints of non-believers.</p> <p>3. Explore the reasons that people do or don't believe in God anyhow it impacts their lives.</p> <p>4. Find out about scientists who are also Christians and how they balance these two opposing points of view.</p> <p>5. Explore what impact believing in God has on people's lives, considering if it is restricting or liberating.</p> <p>6. Explore how brief in God affects Britain today and how we all view those with different beliefs to our own.</p>	<p>Creationist Evidence Evolution Genesis Scientists Universe</p> <p>Agnostic Atheist Bible Conscience Creationists Evidence Metaphors Theist</p>	<p>Have a debate about belief in God to explore and consider how it affects people.</p>
Summer A	<p>L2.7 What do Hindus believe God is L2.8 What does it mean to be Hindu in like? [Brahman/<i>atman</i>] Britain today? [<i>Dharma</i>]</p> <p>1.10 What does it mean to belong to a faith community?</p> <p>1.9 How should we care for others and the world, and why does it matter?</p>	<p>Explore what Hindus believe and what difference this makes to how they live.</p> <p>Develop an understanding of Humanism and how it influences people's lives.</p>	<p>U2.7 Why do Hindus want to be good?</p> <p>U2.10 What matters most to Humanists / Christians</p>	<p>1. Recap prior learning about Brahman and consider the diverse nature of Hindu beliefs.</p> <p>2. Explore the Hindu story form Mahabharata and has this acts as a warning to Hindus.</p> <p>3. Explore the Hindu concept of Karma and Samsara.</p> <p>4. Explore Hindu idea about the four aims of life.</p> <p>5. Consider Hindu values and how they make a difference to Hindu life, individually and as a community.</p> <p>6. Consider how Hindus make a difference around the world.</p> <p>1. identify why people are good and bad in the view of Christians and Humanists.</p> <p>2. identify the ways in which a Humanist believes life should be lived.</p> <p>3. identify the ways in which a Christian believes life should be lived.</p> <p>4. Raise important questions and suggest answers about moral concepts.</p> <p>5. reflect upon my own moral values.</p> <p>6. compare the similarities and differences between Christian and Humanist values.</p>	<p>Artha Ashrami Brahman Dharma Eternal Karma Moksha Reincarnation Samsara</p> <p>Atheist Christian Christianity Ethical Humanism Humanist Moral Rationality Secular Worldview</p>	<p>Understand why and how Hindus want to be good.</p> <p>Understand what is important to Humanists and Christians.</p>

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Year B						
	Prior Learning	Intent (children will learn)	Unit (Cornwall Agreed Syllabus)	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn B	L2.4 What kind of world did Jesus want?	To examine Jesus' teaching about the two greatest commandments – to love God and love your neighbour.	U2.4 How do Christians decide how to live?	<ol style="list-style-type: none"> 1. Identify features of the Gospel texts. 2. Understand the use of metaphors in Jesus' teachings. 3. Understand how Christians use Jesus' teaching to tackle problems in real life. 4. Relate the message of forgiveness in the Bible to real lives. 5. Understand how prayer is used by Christians. 6. Connect how Christians uses Jesus's teachings to tackle problems today. 	Bible Commandment Foundation Gospel Interpret Metaphor Miracle Parable Sermon Worship	Write their own prayer that reflects what they have learned about Jesus' teachings for Christians.
	L2.6 For Christians, what was the impact of Pentecost?	This unit is about trying to transform the world. Talk about what a better world would be like and find out about some people who have made a difference to the world	U2.6 For Christians, what kind of king is Jesus?	<ol style="list-style-type: none"> 1. Find out about people who have made a difference to the world. 2. To understand the meaning of The Lord's Prayer. 3. Explore parables about Jesus as king and how they portray Jesus as king. 4. Explore how Christian songs say about Jesus as king 5. Explore how Christians bring the Kingdom of god on Earth. 6. Consider how local communities can make the world a better place. 	Devil Feast Heaven Kingdom Nobel Prize Parable Salvation Army Temptation Tenant Utopia Vulnerable	Produce a sheet about a Christian project which aims to make the world better place.
Spring B	1.6 Who is a Muslim and how do they live? L2.9 How do festivals and worship show what matters to a Muslim?	Begins by revisiting prior knowledge about Muslims and focuses on what it is like for Muslims in Britain today.	U2.8 What does it mean to be a Muslim in today's Britain?	<ol style="list-style-type: none"> 1. What do we know about being a Muslim? 2. Understand the different groups of muslims and locate mosques. 3. Understand the importance of the Five Pillars to Muslims in their daily lives. 4. Find out about the festival of Eid-ul-Adha. 5. How do Muslims use the Quran as guidance? 6. How does a mosque reflect Muslim beliefs? 	Allah Eid Al-Fitr Hajj Imam Mecca Minaret Mosque Muhammad Ramadan Shahadah	Design a poster to show understanding of Muslim life in Britain.

RE Knowledge, Skills, Sequencing and Progression

	<p>1.5 Why does Easter matter to Christians? L2.5 Why do Christians call the day Jesus died, 'Good Friday'?</p>	<p>Understand what Christians mean by sacrifice and connect his with how they celebrate Holy Communion. Consider ideas of sacrifice in our own lives and the world today.</p>	<p>U2.5 What do Christians believe Jesus did to 'save' people?</p>	<ol style="list-style-type: none"> 1. Explore what happened in Holy Week. 2. Consider who was responsible for Jesus' death in the context of the 'big story' 3. Explore how churches celebrate the Lord's Supper and symbolism in the celebration. 4. Understand what a martyr is and find out about a famous martyr. 5. Connect idea of sacrifice to today's problems. 6. Create a school charter for the local community to show understanding of sacrifice and how it links to world problems. 	<p>Eucharist Gospel Holy Communion Holy Week Incarnation Last Supper Martyr Resurrection Sacrifice Salvation Symbols</p>	<p>Produce a charter for the class and local community.</p>
Summer B	<p>1.7 Who is Jewish and how do they live?</p> <p>L2.10 How do festivals and family life show what matters to Jewish people?</p> <p>L2.11: How and why do people in Cornwall mark significant events in community life?</p> <p>U1.8 CK4RE: What makes some people and places in Cornwall sacred?</p>	<p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p> <p>Does faith help people in Cornwall when life gets hard? Reflecting on their own ideas and ways of living</p>	<p>U2.9 Why is the Torah so important to Jewish people?</p> <p>U2.12 How does faith help people in Cornwall who are having a hard time?</p>	<ol style="list-style-type: none"> 1. Find out about some contemporary Jews and communities both local and global. 2. Recap prior learning about Judaism. 3. Understand how a Torah is produced. 4. Recall the creation story and ten commandments, 5. Find out about kosher food and why not all jews follow this. 6. Explore synagogues and traditions. <ol style="list-style-type: none"> 1. Explore how Cornwall is considered a spiritual place. 2. Look at how Cornwall celebrates festivals. 3. Explore the life of John Wesley and Methodism in Cornwall. 4. Explore religious beliefs in life after death. 5. Why is Truro cathedral important to Cornish people? 6. How life in Cornwall hard for some people and how religion help them. 	<p>Hebrew Kippah Kosher Mezuzah Rabbi Orthodox Rosh Hashanah Shabbat Star of David Synagogue Torah</p> <p>Afterlife Celtic Gwennap Pit Heaven John Wesley Judgement Methodism Paganism Reincarnation Resurrection Spiritual</p>	<p>Link work on Judaism to WWII Holocaust and Kindertransport.</p> <p>Collect some food for food bank and find out about a local project.</p>