



Coads Green Primary School Knowledge and Skills Organiser



An Daras Trust
Igniting Curiosity Growing Capabilities

Religious Education

Purpose of Study

At Coads Green Primary School, we follow the 2020 Cornwall Agreed Syllabus which has been created for Cornwall SACRE and approved by Cornwall Council. It provides a syllabus for RE which explains the value and purposes of RE for all pupils and specifies for teachers what shall be taught in each age group. It provides a coherent framework for setting high standards of learning in RE and enabling pupils to reach their potential in the subject.

The Cornwall Agreed Syllabus 2020 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society. The following purpose statements underpin the syllabus, which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities

- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

At Coads Green Primary, we use the 'Understanding Christianity' resource from RE Today to ensure we are meeting the requirements of the agreed syllabus with regard to the teaching of Christianity. As a Cornish school, we have incorporated the statutory units from the Curriculum Kernewek.

Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving Creativity, Resilience and Determination

Diversity

All children will learn about different cultures, religions and how people of different races live in modern society

Visible Learning (metacognition) Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:			
Visible Learning	Surface Learning Strategies <i>Do I know what I need to do to complete my task?</i> <i>Can I plan and organise my learning before I start?</i> <i>Where am I with my learning?</i> <i>How well have I achieved my success criteria?</i> <i>What is my next step?</i> <i>I can seek feedback from others to help me in my next steps.</i>	Deep Learning Strategies <i>Can I explain my learning to someone else?</i> <i>I know and can explain what strategies I have used in my learning.</i> <i>I can make links between new content and ideas and learning I already know.</i> <i>I can share my ideas and questions to deepen my understanding.</i> <i>I know how I did at the end of my learning.</i> <i>I can explain how things link together.</i>	Transfer Learning Strategies <i>Can I organise my knowledge to support new learning?</i> <i>I can look for and recognise similarities and differences in my tasks.</i> <i>I can organise my knowledge to support new learning.</i> <i>When have I applied my learning to another area?</i> <i>I know where I am heading in my learning.</i> <i>I understand what I am learning, where I am going and how to get there.</i> <i>I know what success looks like.</i>
	EYFS Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. RE can provide many opportunities for pupils, through planned, purposeful play and through a mix of adult-led and child-initiated activity. EYFS Areas of Learning codes PSED- Making Relationships PSED(MR) PSED- Self-Confidence and Self-Awareness PSED(SC&SA) PSED- Managing Feelings and Behaviour PSED(MF&B) CAL- Listening and Attention CAL(L&A) CAL- Understanding CAL(U) CAL- Speaking CAL(S)		

	PD- Moving and Handling PD(M&H) PD- Health and Self-Care PD(H&SC) L-Reading L(R) L-Writing L(W) M-Numbers M(N) M-Shape, Space and Measure M(SSM) UW- People and Communities UW(P&C) UW- The World UW(TW) UW- Technology UW(T) EAD- Exploring and Using Media and Materials EAD(EUMM) EAD- Being Imaginative EAD(BI)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit F4: Being Special: where do we belong?	Unit F2: Why is Christmas special for Christians?	Unit F1: Why is the word God special to Christians?	Unit F3: Why is Easter special to Christians?	Unit F5: Which places are special and why?	Unit F6: Which stories are special and why?
Knowledge Making Sense Understanding Impact Making Connections	<ul style="list-style-type: none"> • Retell religious stories making connections with personal experiences CAL(S) • Recall simply what happens at a traditional Christian infant baptism and dedication UW(P&C) • Recall simply what happens when a baby is welcomed into a religion other than Christianity. UW(P&C) 	<ul style="list-style-type: none"> • Recall simply what happens at a traditional Christian festival (Christmas) UW(P&C) • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus CAL (S) • Retell religious stories 	<ul style="list-style-type: none"> • Retell stories, talking about what they say about the world, God, human beings CAL (U) • Say how and when Christians like to thank their Creator UW(P&C) 	<ul style="list-style-type: none"> • Recognise and retell stories connected with celebration of Easter UW(P&C) • Say why Easter is a special time for Christians UW(P&C) Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc UW(P&C) • Talk about some ways Christians remember these stories at Easter UW (P&C) 	<ul style="list-style-type: none"> • Recognise that some religious people have places which have special meaning for them UW(P&C) • Talk about the things that are special and valued in a place of worship UW(P&C) Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs 	<ul style="list-style-type: none"> • Talk about some religious stories CAL(U) • Recognise some religious words, e.g. about God CAL(S) • Identify a sacred text e.g. Bible, Torah UW(TW)

					about God CAL(U)	
Skills	Re-tell religious stories making connections with personal experiences CAL (S) Share and record occasions when things have happened in their lives that made them feel special UW(P&C)	<ul style="list-style-type: none"> • Talk about people who are special to them UW (P&C) • Say what makes their family and friends special to them UW (P&C) • Retell religious stories, making connections with personal experiences. CAL (S) 	<ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world PSED(SC&SC) • Retell stories, talking about what they say about the world, God, human beings CAL(U) • Think about the wonders of the natural world, expressing ideas and feelings CAL(S) • Talk about what people do to mess up the world and what they do to look after it. UW(TW) 	<ul style="list-style-type: none"> • Talk about ideas of new life in nature UW(TW) • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., UW(P&C) and make connections with signs of new life in nature UW(TW) 	<ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why CAL(S) • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church CAL(S) • Express a personal response to the natural world. CAL(S) UW(TW) 	<ul style="list-style-type: none"> • Identify some of their own feelings in the stories they hear PSED(SC&SA) • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. PSED(MF&B)
Metacognition	Planning		Monitoring		Evaluation	
	What resources do I need to carry out my task? Can I describe what I am going to do? How can I link my learning with my own experiences to help me?		Am I doing well?		How did I do? Am I able to re-tell stories and link them to other areas of learning?	
Year A 1+2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit 1.10 What does it mean to belong to a faith community?	Unit 1.1 What do Christians believe God is like?	Unit 1.7 Who is Jewish and how do they live?		Unit 1.2 Who do Christians say made the world?	Unit 1.9 How should we care for the world and others and

					why does it matter?
<p>Knowledge</p> <p>Making Sense Understanding Impact Making Connections</p>	<p>Recognise that loving others is important in lots of communities</p> <ul style="list-style-type: none"> • Say simply what Jesus and one other religious leader taught about loving other people • 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 non-religious) 	<ul style="list-style-type: none"> • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father <p>Give clear, simple accounts of what the story means to Christians</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <ul style="list-style-type: none"> • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	<ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) 	<ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say ‘thank you’ to God for Creation 	<ul style="list-style-type: none"> • 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 Christians and Jews about the natural world • 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
<p>Skills</p>	<ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian and Jewish or Muslim 	<ul style="list-style-type: none"> • Think, talk and ask questions about whether they can learn anything from the story 	<ul style="list-style-type: none"> • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 	<ul style="list-style-type: none"> • Think, talk and ask questions about 	<p>Identify a story or text that says something about</p>

	<p>welcome ceremony, and suggest what the actions and symbols mean</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</p> <ul style="list-style-type: none"> • 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. 	<p>for themselves, exploring different ideas</p> <ul style="list-style-type: none"> • Give a reason for the ideas they have and the connections they make. 	<ul style="list-style-type: none"> • Make links between Jewish ideas of God found in the stories and how people live • 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. 		<p>living in an amazing world</p> <ul style="list-style-type: none"> • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in 	<p>each person being unique and valuable</p> <ul style="list-style-type: none"> • 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.
Year B 1+2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit 1.6 Who is a Muslim and how do they live?	Unit 1.3 Why does Christmas matter to Christians?	Unit 1.6 Who is a Muslim and how do they live? (part 2)	Unit 1.5 Why does Easter matter to Christians?	Unit 1.4 What is the 'good news@ Christians	Unit 1.8 (Curriculum Kernrwek CK4RE)

					believe Jesus brings?	What makes some places sacred to believers?
<p>Knowledge</p> <p>Making Sense Understanding Impact Making Connections</p>	<ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 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 • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Talk about what they think is good for Muslims about prayer, respect, 	<p>Recognise that stories of Jesus' life come from the Gospels</p> <ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 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 Give examples of how Muslims put their beliefs about prayer into action Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas 	<ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</p> <ul style="list-style-type: none"> • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and 	<p>Recognise that there are special people and places in Cornwall that are sacred to believers</p> <ul style="list-style-type: none"> • Identify at least three sacred/ holy places in Cornwall and give a simple account of how they are used, why they are important and what do people do there. <p>Re-tell a story about a Cornish Saint</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, which show what people believe • Talk about what makes some places special to people in Cornwall

	celebration and self-control, giving a good reason for their ideas				peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)	
Skills	<ul style="list-style-type: none"> • 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) <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <ul style="list-style-type: none"> • Talk about what they think is good for 	<p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <ul style="list-style-type: none"> • Decide what they personally have to be thankful for, giving a reason for their ideas 	<ul style="list-style-type: none"> • 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) <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <ul style="list-style-type: none"> • Give a good reason for their ideas about 	<p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring</p>	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about</p>	<p>Re-tell a story about a Cornish Saint and connect this story to the local history</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a sacred place saying what they think about these questions, giving good reasons for their ideas <p>Talk about what makes some places special to people in Cornwall and what</p>

	Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas		whether prayer, respect, celebration and self-control have something to say to them too.	different ideas and giving a good reason for their ideas.	how to live, giving a good reason for their ideas	the difference is between religious and non-religious special places.
Metacognition	Planning		Monitoring		Evaluation	
	<i>What resources do I need to carry out my task? Have I done anything like this before? How can I link my learning with my own experiences to help me?</i>		<i>Am I doing well? Do I need any different techniques to improve my learning/task?</i>		<i>Am I able to re-tell stories and link them to other areas of learning? How did I do in my task?</i>	
Year A 3+4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit L2.1 What do Christians learn from the Creation story?	Unit L2.2 What is it like for someone to follow God?	Unit L2.9 How do festivals and worship show what matters to Muslim?	Unit L2.10 How do festivals and family life show what matters to Jewish people?	Unit L2.4 What kind of world did Jesus want?	Unit L2.12 How and why do people make the world a better place?
Knowledge Making Sense Understanding Impact Making Connections	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Describe what Christians do because they believe God is 	Make clear links between the story of Noah and the idea of covenant <ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 	<ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) Give examples of ibadah (worship) in Islam (e.g. prayer, 	<ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Offer informed suggestions about the meaning of the Exodus story for Jews today Describe how Jews show their 	<ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Give examples of how Christians try to show love for all, including how Christian 	<ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how

	Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)		fasting, celebrating) and describe what they involve.	beliefs through worship in festivals, both at home and in wider communities	leaders try to follow Jesus' teaching in different ways	people put their beliefs into action
Skills	<ul style="list-style-type: none"> • Make clear links between Genesis 1 and what Christians believe about God and Creation <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today</p>	<ul style="list-style-type: none"> • Make links between the story of Noah and how we live in school and the wider world. 	<p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</p> <ul style="list-style-type: none"> • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • 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) • 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 	<p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p> <ul style="list-style-type: none"> • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas 	<ul style="list-style-type: none"> • Make links between religious beliefs and teachings and why people try to live and make the world a better place • 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) • 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, non-religious worldviews and pupils' own ideas

				<ul style="list-style-type: none"> • 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 reasons for their ideas. 		<ul style="list-style-type: none"> • 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.
Year B 3+4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit L2.3 What is the Trinity and why is it important for Christians?	Unit L2.7 What do Hindus believe God is like?	Unit L2.8 What does it mean to be a Hindu in Britain today?	Unit L2.5 Why do Christians call the day Jesus died Good Friday?	Unit L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	Unit L2.11 (Curriculum Kernwek CK4RE) How and why do Cornish people mark the significant events of their life?
Knowledge Making Sense Understanding Impact Making Connections	Recognise what a 'Gospel' is and give an example of the kinds of stories it contains <ul style="list-style-type: none"> • Offer suggestions about what texts about baptism and Trinity mean 	Identify some Hindu deities and say how they help Hindus describe God <ul style="list-style-type: none"> • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God 	<ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus 	<ul style="list-style-type: none"> • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Give examples of what Christians say 	<ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Give examples of what 	Identify festivals that are unique to Cornwall and explain how they started <ul style="list-style-type: none"> • Describe special times in The Cornish year Identify some differences in how people celebrate

	<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<ul style="list-style-type: none"> Offer informed suggestions about what Hindu murtis express about God Identify some different ways in which Hindus worship 	show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)	about the importance of the events of Holy Week Describe how Christians show their beliefs about Jesus in worship in different ways	Pentecost means to some Christians now Describe how Christians show their beliefs about the Holy Spirit in worship	community life e.g. different practices in local festivals and traditions
Skills	<p>Give examples of what these texts mean to some Christians today</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>	<ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) <p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Offer informed suggestions about what the events of Holy Week mean to Christians Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<ul style="list-style-type: none"> Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now <p>Make links between ideas about the kingdom of God in the Bible and what people</p>	<p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <ul style="list-style-type: none"> Make simple links between beliefs and the importance of these special events to the people of Cornwall Raise questions and suggest answers about why it is important for everyone to feel part of a community Make links behind festivals that mark

					believe about following God today, giving good reasons for their ideas.	different times of the year in Cornwall • Give good reasons why they think ceremonies of commitment are or are not valuable today.
Metacognition	Planning		Monitoring		Evaluation	
	<i>What resources do I need to carry out my task? Where do I start and what strategies will I use? What type of resources will I need to complete my learning? Have I got everything I need to complete my task? How can I break down the task into smaller steps to make my learning more manageable?</i>		<i>Do I need any different techniques to improve my understanding of the process? Am I finding this challenging? Do I need to re-read information to make it clearer? Do I need to change my strategy?</i>		<i>Did I use the right strategy? How did the feedback I received help me? For future tasks, would I use another strategy?</i>	
Year A 5+6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit U2.1 What does it mean if Christians believe God is holy and loving?	Unit U2.8 What does it mean to be a Muslim in Britain today?	Unit U2.3 Why do Christians believe Jesus was the Messiah?	Unit U2.9 Why is the Torah so important to Jewish people?	Unit U2.4 Christians and how to live: 'What would Jesus do?'	Unit U2.10 What matters most to Humanists and Christians?
Knowledge Making Sense Understanding Impact Making Connections	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of 	<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) 	<ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms 	Identify and explain Jewish beliefs about God <ul style="list-style-type: none"> Give examples of some texts that say what God is like and explain how 	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) 	Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) <ul style="list-style-type: none"> Make links with sources of authority that tell people how

	<p>God, using theological terms</p> <ul style="list-style-type: none"> • Show how Christians put their beliefs into practice in worship 	<ul style="list-style-type: none"> • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) • 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 	<ul style="list-style-type: none"> • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible 	Jewish people interpret them		to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')
Skills	<ul style="list-style-type: none"> • Explain connections between biblical texts and Christian ideas of God, using theological terms • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Weigh up how biblical ideas and teachings 	<p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Explain connections between biblical texts, Incarnation and Messiah, using theological terms • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving 	<ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) 	<p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <ul style="list-style-type: none"> • Make clear connections between Gospel 	<ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view • Raise important questions and

	<p>about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<ul style="list-style-type: none"> • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	<p>good reasons for their answers.</p>	<ul style="list-style-type: none"> • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 	<p>texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p> <ul style="list-style-type: none"> • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view. 	<p>suggest answers about how and why people should be good</p> <ul style="list-style-type: none"> • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
Year B 5+6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	Unit U2.2 Creation and Science: conflicting or complimentary?	Unit U2.11 Why do some people believe in God and others do not?	Unit U2.7 Why do Hindus want to be good?	Unit U2.5 What do Christians believe Jesus did to save people?	Unit U2.6 For Christians, what kind of king was Jesus?	Unit U2.12 (Curriculum Kernewek CK4RE) How does faith help Cornish people when life gets hard?
Knowledge Making Sense Understanding Impact Making Connections	<ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Show understanding of why many Christians find science and faith go together 	<ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) 	<ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. 	<ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Describe at least three examples of ways in which world views in Cornwall guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions Give examples of ways in which beliefs about resurrection, judgement, heaven, reincarnation makes a difference to people's lives
Skills	<ul style="list-style-type: none"> Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live 	<ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha 	<ul style="list-style-type: none"> Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Explain connections between biblical texts and the concept 	<ul style="list-style-type: none"> Identify beliefs about life after death in at least two religious traditions, comparing and

	<p>interpret it, showing awareness of different interpretations</p> <ul style="list-style-type: none"> • Make clear connections between Genesis 1 and Christian belief about God as Creator • 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 complementary, with a scientific account, giving good reasons for their views. 	<ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning. 	<p>and ways in which Hindus live</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view. 	<p>of the kingdom of God</p> <ul style="list-style-type: none"> • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today. 	<p>explaining similarities and differences</p> <p>Give examples of ways in which beliefs about resurrection, judgement, heaven, reincarnation makes a difference to people's lives</p> <ul style="list-style-type: none"> • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. Consider Cornwall as a place of refuge, inspiration and challenge.
Metacognition	Planning	Monitoring		Evaluation		
	<p><i>What resources do I need to carry out my task?</i></p> <p><i>Where do I start and what strategies will I use?</i></p>	<p><i>Am I finding this challenging?</i></p>		<p><i>Did I use the right strategy?</i></p> <p><i>How did the feedback I received help me?</i></p>		

	<p><i>What type of resources and materials will I need to complete my learning?</i></p> <p><i>How can I break down the task into smaller steps?</i></p>	<p><i>Is there anything I need to stop and change to improve the understanding of my learning?</i></p> <p><i>Do I need to re-read information to make it clearer?</i></p> <p><i>Do I need to change my strategies?</i></p>	<p><i>For future tasks, would I use another strategy?</i></p> <p><i>Did I pace myself appropriately to get the task done?</i></p>
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