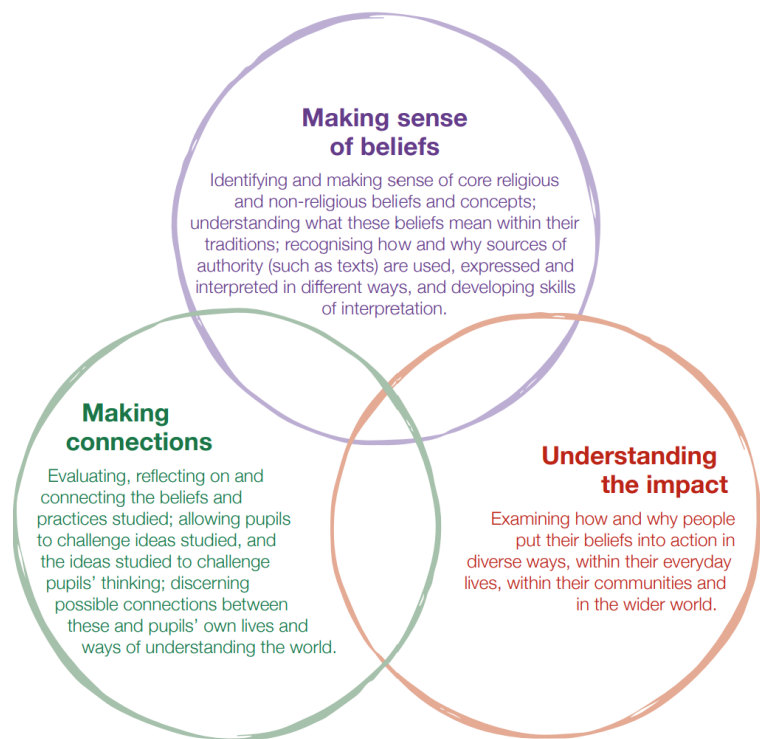




Sky RE Curriculum Overview

The RE teaching and learning approach in Cornwall:



Ofsted: 'ways of knowing'

The Ofsted Research Review (see above) has focused attention on different kinds of knowledge in RE – substantive, ways of knowing (including disciplinary knowledge) and personal knowledge.

These are some of the tools or methods or 'ways of knowing' pupils use in this syllabus:



EYFS RE Curriculum

| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------------|--|---|--|--|--|---|
| <div>EYFS</div> <div>Components</div> | Being Special: where do we belong? C1: How do we show respect for one another? C2: How do we show love? C3: How do you know what people are feeling? C4: How do we show people they are welcome? C5: What things can we do better together rather than on our own? | Why is Christmas special for Christians? C1: What special stories about Jesus are in the bible? C2: Why do Christians perform nativity plays at Christmas? C3: Why do Christians celebrate Jesus' birthday? C4: What special things do Christians do at Christmas? C5: What makes every person unique and precious? | Why is the word of God so important to Christians? C1: What does the word 'God' mean? C2: Which people believe in God? C3: What is amazing about the world? C4: What do Christians say about God as creator? C5: What is the story that Christians and Jews use to think about the creator? C6: What do Christians and other people think about the world and how we should treat it? | Why is Easter special to Christians? C1: What happens at the end of winter and beginning of spring? C2: How do 'dead' plants and trees come alive again? C3: What do Christians believe happened to Jesus? Why do Christians think this is such an important story? C4: What do Christians do at Easter? C5: Why do we have Easter eggs? | What places are special and why? C1: Where do we feel safe and why? C2: Where do we feel happy and why? C3: Where is special to me? C4: Where is a special place for believers to go? C5: What makes this place special? | What stories are special and why? C1: What is your favourite story and why? C2: What do you know about Jesus? C3: Do you know any bible stories that are special to Christians? C4: Who are the stories about and what happens in the stories? C5: What stories do you know that tell people how you should behave towards other people? C6: Are there any similarities and differences between the special stories? |
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| EYFS Assessment Checkpoints | <p>Assessment checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Share and record occasions when things have happened in their lives that made them feel special ✓ Recall simply 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. | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Talk about people who are special to them. ✓ Say what makes their family and friends special to them. ✓ Recall what happens at a traditional Christian festival (Christmas) ✓ Retell religious stories | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Talk about things they find interesting, puzzling or wonderful and also about their own experiences in the world ✓ Retell stories talking about what they say about the world, God and human beings. ✓ Think about the wonders of the natural world, expressing ideas and feelings ✓ Say how and when Christians like to thank their creator ✓ Talk about how people look after the world. | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Talk about ideas of new life in nature ✓ Recognise some symbols Christians use during 'Holy Week' e.g. palm leaves, cross, eggs, etc and make connections with signs of new life ✓ Talk about some ways Christians remember these stories at Easter. | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Talk about somewhere that is special to themselves, saying why ✓ Recognise that some religious people have places which have a special meaning for them ✓ Talk about the things that are special and valued in a place of worship ✓ Explore own Begin to recognise that for Christians, Muslims or Jews these special places link to beliefs about God. | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Talk about some religious stories and recognise some religious words ✓ 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 |
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Year 1 RE Curriculum

| Y1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|--|--|
| <div>Year 1</div> <div>Components</div> | <p>What does it mean to belong to a faith or belief community?</p> <p>C1: What does 'belonging' to a community mean and which communities do we belong to? C2: Can we identify symbols of belonging used in Christianity, Judaism and Humanist religions? C3: How do communities show that every person is valuable? C4: How do Christians and Muslims welcome a new baby into the community? C5: How does a marriage ceremony looks in different faiths? (Christian and Jewish weddings). C6: What is good about being in a community?</p> | <p>What do Christians believe God is like? (God)</p> <p>C1: What is a parable? C2: Can I retell the parable of 'The Lost Son'? C3: What does the 'Lost Son' mean to Christians? C4: How do Christians show that they believe God is loving and forgiving? C5: How do Christians put their beliefs into practice? C6: How we can show forgiveness to others?</p> | <p>Who is Jewish and how do they live? (God/Torah/People) Part 1</p> <p>C1: What do Jews believe about God? C2: What is the Shema? C3: How do Jewish people remember God? C4: Can I retell the story of Chanukah? C5: Can I retell some of the stories Jewish people tell? C6: How are Jewish stories used in celebrations?</p> | <p>Who is Jewish and how do they live? (God/Torah/People) Part 2</p> <p>C1: What special items do Jews have in their homes? C2: What is Shabbat? C3: What is Sukkot? C4: How do these stories link to how Jewish people live? C5: Can I give my own views on Jewish practices? C6: How do Jewish practices link to you?</p> | <p>Who do Christians say made the world? (Creation)</p> <p>C1: What is special about our world? C2: Can I retell the Creation story? C3: What does the story of Creation tells Christians about God, Creation and the world? C4: How do Christians say thank you to God for our world? C5: How do Christians say thank you to God for our food? C6: Can we say what we are thankful for?</p> | <p>How should we care for the world and for others and why does it matter?</p> <p>C1: What do Christians and Jewish people believe about caring for people? C2: How does this links to what non-religious people believe about caring for people? C3: How do some religious and non-religious people show that they care for people? C4: What stories do Christians tell about the beginning of the world and how to treat the world? C5: What stories do Jewish people tell about the beginning of the world and how to treat the world? C6: Do you have to be religious to care for the world?</p> |
| <div>Year 1 Assessment</div> <div>Checkpoints</div> | <p>Assessment checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain what being part of a community means ✓ Recognise that caring for others is important in lots of communities. ✓ Know how different faiths celebrate marriage and birth. | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what a parable is ✓ Explain what the parable of the Lost Son means ✓ Explain ways that Christians put their beliefs into practice | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what Shema is. ✓ Retell the story of Chanukah. ✓ Know how Jewish stories are used in celebrations. | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Recall some special items in Jewish homes ✓ Explain what Shabbat and Sukkot ✓ Give similarities to Jewish practices and my life | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Retell the creation story ✓ Give some ways that Christian show they are thankful to God ✓ Say what I am thankful for | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Compare Christian and Jewish practices for caring for our world ✓ Compare Christian and Jewish creation stories ✓ Give personal opinions |

Year 2 RE Curriculum

| Y2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|--|--|--|
| <div>Year 2</div> <div>Components</div> | <p>Who is a Muslim and how do they live? (God/Pillars/Muhammad/Tawhid/Iman) Part 1</p> <p>C1: Why are the words of the Shahadah important to Muslims? C2: What do Muslims believe about God? C3: What are the names of Allah and what do they mean? C4: How do the stories of the Prophet show what Muslims believe? C5: Can we compare the beliefs of Muslims to the Jewish and Christian faith?</p> | <p>Why does Christmas matter to Christians? (Incarnation) Part 1</p> <p>C1: What happened in the story of Jesus' birth? C2: What does Advent mean and how is this recognised in churches? C3: What do Christians believe about Christmas? C4: How do Christians act at Christmas? C5: What is Christmas time like for other people of different faiths or no faith? C6: What do we have to be thankful for at Christmas time?</p> | <p>Who is a Muslim and how do they live? (God/Pillars/Muhammad/Tawhid/Iman) Part 2</p> <p>C1: How do stories guide Muslim's beliefs and actions? C2: How do Muslims put their prayers into action? C3: What do we think about Muslim beliefs and ways of living? C4: What is good about Muslim prayer, respect, celebration, and self-control? C5: How does respect, prayer celebration and self-control link to us and our lives?</p> | <p>Why does Easter matter to Christians? (Salvation) Part 2</p> <p>C1: What are the events of Holy Week? C2: What is the sequence of the story of Easter? C3: How would it have felt to be a friend of Jesus during Holy Week? C4: What does the Easter story teach us? C5: How do Christians celebrate the Easter festival? C6: why do people find it helpful to believe in heaven?</p> | <p>What is the 'good news' Christians believe Jesus brings? (Gospel) Part 2</p> <p>C1: What is the Bible? C2: What does the Bible mean to Christians? C3: Why did Jesus choose 12 disciples? C4: What did Jesus teach Christians about how they should live? C5: How do Christians put their beliefs into practice? C6: How do Christians show forgiveness and peace? C7: Consider: Is the 'good news' only good for Christians?</p> | <p>What makes some people and places in Cornwall sacred? Part 2</p> <p>C1: What does sacred and holy mean to the people of Cornwall? C2: Can you name some Cornish saints and explain that they are considered to be 'sacred' and 'holy'? C3: Who is Saint Piran and why is he important to the people of Cornwall? C4: Who was Saint Austol and why was he important to our local area? C5: Which saint is connected with our local church? (Saint Blaise) C6: What can be found in our local church? C7: What places are special, sacred and holy to people in Cornwall?</p> |

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| <p>Year 2 Assessment Checkpoints</p> | <p>Assessment checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain the importance of the Shahadah to Muslims ✓ Know the stories of the Prophet and how this shaped the Muslim faith ✓ Compare the faiths learned – Islam, Judaism, Christianity | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know the Christmas story ✓ Explain the meaning of Advent ✓ Recall some of the ways Christians act at Christmas time ✓ Compare what the Christmas period looks like in other households of different faiths, including no faith | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know some Muslim stories that show Muslims how to live their lives ✓ Explain how Muslims pray ✓ Give personal views of the actions and beliefs of a religion – comparing it to our own lives | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Sequence the events of Holy Week ✓ Know the Easter story ✓ Explain the importance of the Easter story ✓ Give ways that Christians celebrate Easter | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know about the structure and contents of the Bible ✓ Explain the significance of the Bible for Christians ✓ Explain what Jesus teaches Christians ✓ Explore own viewpoints about forgiveness and peace | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Recognise that there are special places and people in Cornwall that are sacred to believers. ✓ Identify at least three sacred/holy places in Cornwall and explain how they are used. ✓ Know how a story of a Cornish saint connects them to the local area. |
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Year 3 RE Curriculum

| Y3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <div>Year 3</div> <div>Components</div> | <p>What do Christians learn from the creation story?</p> <p>C1: Where does God and Creation fit on a timeline of the Bible's big story? C2: What does Genesis 1 tell us about what Christians believe about God and Creation? C3: What does the story of 'the Fall' teach about why things go wrong? C4: How do Christians show they believe God is the Creator? C5: What might be important in the creation story for Christians today? C6: Why is the Creation story important for non-religious people?</p> | <p>What is it like for someone to follow God?</p> <p>C1: How do we find our way around the Bible? C2: What is Noah's story and what rules did God give him? C3: What is the covenant? C4: How is the way we live in school linked to Noah's story? C5: How do we live in the wider world and how is this linked to Noah's story? C6: How is a wedding ceremony linked to the story of Noah? C7: What is the importance of promises to everyone?</p> | <p>How do festivals and worship show what matters to a Muslim?</p> <p>C1: What do we already know about Muslims and the Islam faith? C2: What does the opening chapter of the Qur'an teach Muslims about God? C3: Why is prayer such an important aspect of their daily life? C4: Why is the mosque a special place for Muslims? C5: Why do Muslims celebrate at the end of Ramadan? C6: How do festivals and worship show what matters to a Muslim? C7: What can I learn from the Islam faith?</p> | <p>How do festivals and family life show what matters to Jewish people?</p> <p>C1: Can I explore different celebrations and know what all celebrations have in common? C2: What do Jewish families celebrate every week? C3: Why do Jewish people celebrate Rosh Hashanah? C4: Why do Jewish people celebrate Yom Kippur? C5: Why is Pesach important for Jews? C6: Why are commandments and blessings important to Jewish people?</p> | <p>What kind of world did Jesus want?</p> <p>C1: What are the key points in the life of Jesus? C2: Why do Christians try to be 'fishers of people'? C3: What did Jesus' actions towards the leper teach Christians? C4: What is the 'Gospel' link to the Bible? C5: How did Jesus teach Christians to show love? C6: What are some of the ways that Christians show love through being active in their faith?</p> | <p>How and why do people try to make the world a better place?</p> <p>C1: What are some of the ways in which the world is not always a good place? C2: How do religious people try to live and make the world a better place? C3: Why do religious people try to make the world a better place? C4: How do people of different religions put their beliefs into action? C5: Do you have to be religious to make the world a better place? C6: How can we all act to make the world a better place?</p> |

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| <p>Year 3 Assessment Checkpoints</p> | <p>Assessment checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know the significance of God and the creation story for Christians ✓ Explain how the creation story is still relevant to Christians and non-faith people today | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know the key differences between the Old and New Testament ✓ Know the story of Noah and what it means ✓ Explain how Noah's story is still relevant today ✓ Explain the importance of a promise | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know that the Qur'an teaches Muslims about God ✓ Know why prayer is so important to Muslims ✓ Know the importance of a Mosque to the Islam faith ✓ Know what Ramadan is | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Understand the significance of celebrations ✓ Know about the festivals of Rosh Hashanah, Yom Kippur and Pesach ✓ Explain the importance of blessings to people of the Jewish faith | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know about Jesus' life and his teaching ✓ Explain how Christians live their life through Jesus' example ✓ Explain why it is important for all people to act with love in today's world | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know about how people of different faiths act to make our world a better place ✓ Identify ways in which we can act to make our world a better place ✓ Give viewpoints on religion |
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Year 4 RE Curriculum

| Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|--|---|--|
| Year 4 Components | <p>What is the 'Trinity' and why is it important for Christians?</p> <p>C1: What are the differences between a 'Gospel' and a letter? C2: What does the Bible teach about baptism? C3: What does the Bible teach about the Trinity? C4: What does the Bible mean to Christians today? C5: How do Christians show their beliefs about the Trinity? C6: What do you think the God of Christianity is like based on all your learning so far?</p> | <p>What do Hindus believe God is like?</p> <p>C1: What do Hindu symbols and stories show about belief in Brahman? C2: How many gods there in popular Hinduism and why? C3: What do the Trimurti represent? C4: What do Hindu deities show about Brahman? C5: What does Hindu worship in the home is like? C6: How does the idea of Brahman being in everything affects the actions of a Hindu?</p> | <p>What does it mean to be a Hindu in Britain today?</p> <p>C1: How do Hindus show their faith at home? C2: How do Hindus show their faith when they're together? C3: What dharma is and why it is important? C4: How Hindus celebrate Diwali today? C5: How does the Diwali story link to Hindu deity? C6: What is it like to be a Hindu in Britain today?</p> | <p>Why do Christians call the day Jesus died, 'Good Friday'?</p> <p>C1: Where does the theme of Salvation fit into the 'big story' of the Bible? C2: What does the word Salvation mean to Christians? C3: Why is Holy Week important to Christians? C4: How do Christians mark the Easter events in their communities? C5: How do Christians show their beliefs about Jesus? C6: Why you think it is called 'Good Friday'?</p> | <p>For Christians, when Jesus left, what was the impact of the Pentecost?</p> <p>C1: How is the Pentecost linked to the 'Kingdom of God'? C2: What do the events of Pentecost mean? C3: What does Pentecost means to Christians today? C4: What links the Pentecost, the Holy Spirit, the Kingdom of God and how Christians live? C5: How do Christians show their beliefs about the Holy Spirit? C6: What is the worldwide view of Christianity today?</p> | <p>How and why do people in Cornwall mark significant events in community life?</p> <p>C1: What significant events are unique to Cornwall and why? C2: What is a festival and where did the harvest festival originate? C3: What is the purpose of the Helston Flora day festival? C4: What is the purpose of the Mazey day festival? C5: What is the purpose of the Obby Oss festival? C6: What significant events are in my local area? C7: How are these festivals important to the Cornish community?</p> |
| Year 4 Assessment Checkpoints | <p>Assessment checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what the Trinity is ✓ Explain the importance of the Trinity to Christians ✓ Consider what they believe God to be like | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know Hindu symbols and stories and their meaning ✓ Explain what the Trimurti represents ✓ Explain about why there are many Hindu Gods ✓ Know how Hindus worship at home | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain what dharma is ✓ Explain how Diwali is celebrated and why ✓ Identify what it might be like for a Hindu living in Britain today | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Understand the term Salvation to Christians ✓ Explain why Holy Week is important to Christians ✓ Explain how Christians show their belief as this time of year and others ✓ Explain why it is called Good Friday | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain the importance of Pentecost for the Church and Christians ✓ Explain what Christians believe about the Holy Spirit ✓ Know the worldwide view of Christianity today | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know and describe various significant events and festivals in Cornwall ✓ Know the significance of these events – on people and Cornwall |

Year 5 RE Curriculum

| Y5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---|---|--|--|
| <div>Year 5</div> <div>Components</div> | What does it mean if Christians believe God is holy and loving? C1: What are the different types of biblical text? C2: What does the Bible teach us about God? C3: How does the Bible link to the Christian idea of a Holy and loving God? C4: In which ways do Christians put their beliefs into practice? C5: Would make a difference to our world if more people believed in God today? | What does it mean to be a Muslim in Britain today? C1: What do we know about Muslim communities in the United Kingdom? C2: What helps Muslims through the journey of life? C3: Why is Zakah/charity work important? C4: Why do Muslims want to go on pilgrimage? C5: Where do Muslims get guidance for living their lives? C6: What does it means to be a Muslim in Britain today? | Why do Christians believe Jesus was the Messiah? C1: Where does Incarnation fit into the 'big story' of the Bible? C2: What does the bible say about the Messiah? C3: How do the ideas of the Incarnation and the Messiah link? C4: How do Christians put their beliefs about Jesus' incarnation into practice at Christmas time? C5: How does the idea that Jesus is the Messiah make sense in the wider story of the Bible? C6: Is Jesus important in the world today? | Why is the Torah so important to Jewish people? C1: What do we know about Jewish communities in the United Kingdom? C2: What do Jews believe about God and how does this compare to Christians? C3: How do Jews remember their beliefs about God? C4: What is a Sefer Torah and how is it used? C5: Are there any particular laws that Jewish people need to follow? C6: What happens during worship in a synagogue? | Christians and how to live: 'What would Jesus do?' C1: What are the features of the Gospels? C2: What is the purpose and meaning of the Gospel texts? C3: What are the commandments and how they help Christians decide how to live? C4: How do Christians use Jesus' words as their foundation for living? C5: How do religious and non-religious people show Jesus' teachings? C6: How does your learning link to how you live? | What matters most to Humanists and Christians? C1: Why are rules important? C2: What do humanists believe and what values for living do non-religious people hold? C3: which values matter most to Christians and how do they show it? C4: Are any values for life more important than others? C5: What are the shared values between Humanists, Christians and other faiths? C6: Can we create a code for living that will help the world? |
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| <p>Year 5 Assessment Checkpoints</p> | <p>Assessment checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know that there are different types of writing in the Bible ✓ Identify how the Bible links to the Christian's beliefs that God is holy and loving ✓ Explains ways in which Christians show their beliefs ✓ Give personal opinions on the impact of religion | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain what helps Muslims live life in the way they believe they should ✓ Explain why charity work is important ✓ Explain the significance of pilgrimage | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what incarnation means and how this fits into the Bible ✓ Know what the Bible says about the Messiah ✓ Explain how Christian's beliefs are shown at Christmas time ✓ Give personal views on the importance of religion in today's world | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what Jews believe about God and compare this to Christianity ✓ Explain how the Sefer Torah is used ✓ Know some of the laws that Jewish people must follow ✓ Explain what happens during worship in a synagogue | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain the purpose of the Gospels ✓ Know the commandments and explain their influence on Christians ✓ Consider how all types of people use the teachings of Jesus | <p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what a Humanist believes in ✓ Compare values across all faiths studied ✓ Give opinions on values and their significance |
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Year 6 RE Curriculum

| Y6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <div>Year 6</div> <div>Components</div> | Creation and Science: conflicting or complementary? C1: What are the key messages in Genesis 1? C2: What is the meaning of Genesis 1 to different people and different religions? C3: What does Genesis 1 teach Christians about God as the Creator? C4: What is the relationship between science and faith? C5: How are the ideas of Genesis 1 inspiring for some people? C6: Is Genesis 1 in conflict or complementary to science and why? | What does it mean to be a humanist in Britain today? C1: What does data show us about people holding non-religious views? C2: What are the core humanist codes of beliefs and ethics? C3: What do humanists believe about the creation of the world and how it works? C4: Why do humanists reject the existence of God? C5: How do humanists believe people should live so that they can flourish? C6: What values do you share with humanists? | What do religious and non-religious worldviews teach us about caring for the Earth? C1: Whose world is this and why do humans pollute their own Earth? C2: What is climate justice and who has supported this? C3: Which key religious concepts have implications for care of the Earth? C4: Should religions be greener? C5: What creative expressions of green spirituality have come from different faiths? C6: How do you help the planet to survive, and should we do more? | Why do Hindus want to be good? C1: What is Brahman? C2: What is atman? C3: Why is atman important? C4: How does dharma affect the way that someone might live their life? C5: What example did Gandhi set about how to live? C6: How do Hindus try to live a life of goodness? | How does faith help people in Cornwall when life gets hard? C1: What questions do we have about local news and current affairs? C2: Why do some people visit Cornwall when life gets hard? C3: How does methodism help some people in Cornwall when life gets difficult? C4: How does the belief in life after death bring people comfort? C5: Why is Truro Cathedral and important place for the people of Cornwall? C6: What can you do when life gets hard in Cornwall? | For Christians, what kind of king is Jesus? C1: What are some of the problems in the world and who has made a difference? C2: What do biblical texts show about 'The Kingdom of God'? C3: Why was Jesus a different kind of king? C4: What do the parables 'The Feast' and 'The Unforgiving Servant' teach Christians about Jesus? C5: How does the 'Kingdom of God' link to the world today? C6: Why are love and service important to communities? |
| | Assessment checkpoint: Children who are secure will be able to: ✓ Know the message and deeper meaning of Genesis 1 ✓ Further explore the relationship between science and faith ✓ Consider how the meaning of Genesis 1 is different to different people | Assessment Checkpoint: Children who are secure will be able to: ✓ Identify data around numbers for non-religious people. ✓ Identify some core values that motivate humanists to strive to make the world a better place. ✓ Give examples of reasons why humanists value science and reject the existence of God. | Assessment Checkpoint: Children who are secure will be able to: ✓ Identify ways in which people from religious and non-religious worldviews respond to environmental issues. ✓ Describe examples of how people use religious texts to respond to environmental views. | Assessment Checkpoint: Children who are secure will be able to: ✓ Explain what Brahman and Atman is and why they are important ✓ Explain the significance of Dharma ✓ Give examples of how Hindus try to live a good life | Assessment Checkpoint: Children who are secure will be able to: ✓ Describe three examples of ways in which world views in Cornwall guide people in how to respond to hard times. ✓ Identify beliefs about life after death in at least two different religious traditions and compare similarities and differences. | Assessment Checkpoint: Children who are secure will be able to: ✓ Explain what is meant by the Kingdom of God ✓ Relate the Christian 'Kingdom of God' model to the world today. ✓ Give examples of love and service is important |

RE Knowledge Progression Map

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
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| Making Sense | <p>Early Learning Goal for People, Culture and Communities:</p> <p>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>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> | <p>Recognise that loving others is important in lots of communities</p> <p>Say simply what Jesus and one other religious leader taught about loving other people</p> <p>Identify what a parable is</p> <p>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> <p>Give clear, simple accounts of what the story means to Christians</p> <p>Retell the story of creation from Genesis 1:1–2:3 simply</p> <p>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible</p> <p>Say what the story tells Christians about God, Creation and the world</p> <p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> | <p>Recognise that stories of Jesus’ life come from the Gospels</p> <p>Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians</p> <p>Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible</p> <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>Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a</p> | <p>Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world</p> <p>Make clear links between the story of Noah and the idea of covenant</p> <p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</p> <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> <p>Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian</p> <p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> | <p>Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and Trinity mean</p> <p>Give examples of what these texts mean to some Christians today</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</p> <p>Give examples of what Pentecost means to some Christians now</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people today</p> <p>Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> | <p>Identify some different types of biblical texts, using technical terms accurately</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible</p> <p>Identify Gospel and prophecy texts, using technical terms</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative)</p> <p>Explain connections between biblical texts and the concept of the kingdom of God</p> <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 Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>Identify and explain beliefs about why people are good and bad (e.g.</p> | <p>Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p> <p>Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</p> <p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</p> <p>Give reasons why humanists value science and reject God.</p> <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p> <p>Identify and explain religious and non-religious worldviews on environmental issues and how people respond to them.</p> | |

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| | | <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p> | <p>place of worship</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>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</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> | <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</p> | <p>Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu murtis express about God</p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they Mean</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p> | <p>Christian and Humanist)</p> <p>Make links with sources of authority that tell people how 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')</p> <p>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)</p> <p>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)</p> | |
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| Understanding Impact | <p>Early Learning Goal for Understanding the World – Past and Present:</p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>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)</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> <p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>Give at least one example of what Christians do to say ‘thank you’ to God for Creation</p> <p>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</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Say why Christians and Jews might look after the natural world</p> <p>Give an account of what happens at a traditional Christian and Jewish or</p> | <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</p> <p>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)</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community</p> | <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways)</p> <p>Describe how and why Christians might pray to God, say sorry and ask for forgiveness</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>Identify some differences in how people put their beliefs into action</p> <p>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> <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship</p> | <p>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</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p> | <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</p> <p>Show how Christians put their beliefs into practice in worship</p> <p>Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives</p> <p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make clear connections between Jewish beliefs</p> | <p>Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator</p> <p>Show understanding of why many Christians find science and faith go together</p> <p>Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/ Lord’s Supper</p> <p>Show how Christians put their beliefs into practice in different ways</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Give examples of ways in which beliefs about resurrection/ judgement/heaven/ karma/reincarnation make a difference to how someone lives</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>Explore how the core values of humanists motivate them to make the world a better place and live good lives.</p> <p>Make connections between religious texts and how people respond to environmental issues.</p> |
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| | | <p>Muslim welcome ceremony, and suggest what the actions and symbols mean</p> | | <p>(e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>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)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p>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)</p> | <p>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)</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p> <p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</p> <p>Identify some different ways in which Hindus worship</p> | <p>about the Torah and how they use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>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)</p> | |
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| <p>Making Connections</p> | <p>Early Learning Goal for Personal, Social and Emotional Development:</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> | <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p> | <p>Make links between the story of Noah and how we live in school and the wider world.</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> | <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> | <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> |
| | <p>Self-Regulation – Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Managing Self – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building Relationships – Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p> | <p>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> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Give a reason for the ideas they have and the connections they make.</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p> <p>Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make Jewish/Christian Creation story and the world they live in.</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p> | <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <p>Decide what they personally have to be thankful for, giving a reason for their ideas.</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 different ideas and giving a good reason for their ideas.</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 how to live, giving a good reason for their ideas.</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> | <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas</p> <p>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.</p> <p>Raise questions and suggest answers about the value of submission and selfcontrol to Muslims, and whether there are benefits for people who are not Muslims</p> <p>Make links between the Muslim idea of living in harmony with the Creator</p> | <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> <p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.</p> <p>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</p> | <p>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 good reasons for their answers.</p> <p>Raise important questions and suggest answers about how and why people should be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p> <p>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</p> <p>Articulate their own responses to the issues studied, recognising different points of view.</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, selfcontrol and worship in the lives of Muslims today and articulate responses on</p> | <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</p> <p>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.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>Articulate their own responses to the idea of sacrifice recognising different points of view.</p> <p>Relate the Christian ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</p> <p>Articulate their own responses to the idea of the importance of love and service in the world today.</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</p> <p>Consider and weigh up different ideas and responses to environmental issues and articulate personal responses to caring for our world.</p> |

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| | | | <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> | <p>and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p> <p>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> | <p>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.</p> | <p>how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>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> | |
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Other faiths Progression

Even if you are not teaching a specific religion in that year, but children have prior knowledge of it then you need to refer back to this previous learning so that children make links between the different faiths.

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Judaism | | <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p> <p>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)</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>Give examples of how Jews can show care for the natural earth</p> <p>Say why Jews might look after the natural world</p> <p>Give an account of what happens at a traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean</p> | <p>Compare Muslim, Jewish and Christian beliefs.</p> | <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p>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)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p>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)</p> <p>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> | | <p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>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)</p> <p>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> | |

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| Islam | | | <p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>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</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Give examples of stories, objects, symbols and actions used in mosques which show what people believe</p> <p>Give simple examples of how people worship at a mosque</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> | <p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>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> <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>Raise questions and suggest answers about the value of submission and selfcontrol to Muslims, and whether there are benefits for people who are not Muslims</p> <p>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.</p> | | <p>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)</p> <p>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)</p> <p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, selfcontrol and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</p> | |
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| Hinduism | | | | | <p>Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu murtis express about God</p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p> <p>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)</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p> <p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</p> | | <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p> <p>Give examples of ways in which beliefs about resurrection/ judgement/heaven/ karma/reincarnation make a difference to how someone lives Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</p> |
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| | | | | | <p>Identify some different ways in which Hindus worship</p> <p>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</p> <p>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.</p> | | |
| Humanist | | | | | <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>Make links with sources of authority that tell people how 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')</p> | <p>Identify data around numbers for non-religious people.</p> <p>Identify some core values that motivate humanists to strive to make the world a better place.</p> <p>Give examples of reasons why humanists value science and reject the existence of God.</p> | |