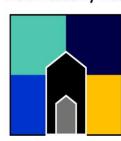
## An Daras Multi Academy Trust





## **An Daras Multi Academy Trust**

# Windmill Hill Academy

Curriculum Scheme of Learning – Faith and Belief (RE)

Integrated Curriculum Scheme of Learning - 2015	
Scheme of Learning:	RE
National Curriculum Subjects:	RE
Written by:	D.S Aug 18
Domain Leader:	C.L
Agreed and Approved:	Sept 2018
Leader In Year Review Dates:	Sept 2020
Related Documents and Guidance:	National Curriculum 14
	Dimensions Skill Ladders 14
	WHA RE Policy 15
	WHA RE Curriculum Statement 14/15
	WHA Aims for Pupils/Non-Negotiable 15
	ADMAT Aims

### Windmill Hill Academy

## **RE** Scheme of Learning – 2018

# Curriculum Statement

At Windmill Hill Academy, we believe that learning about and from Faith and Belief (RE) helps to prepare children for the opportunities, responsibilities and experiences of later life. We value RE for its contribution to the development of the children's own beliefs and values, and sense of identity. Through RE, we hope to foster a culture of tolerance and acceptance, as well as an ability to question, thoughtfully, the world that we live in.

RE is statutory for all registered pupils on the academy roll. The academy follows the Cornwall Agreed Syllabus for Religious Education. Within this syllabus a strong emphasis is placed on learning about religion from a Cornish context. We also use resources such as Understanding Christianity to support our teaching about Christianity.

Parents have the right to withdraw their child from RE and suitable alternative provision will be made.

Below you will find an overview of what your child will be expected to learn in each of the Key Stages.

#### **Foundation Stage**

During the foundation stage, children begin to explore the world of religion under the title of "People and Communities", found in the Foundation Stage Curriculum. This includes reflection of their own experiences in terms of family routines and traditions, eventually relating these to those of other people in the local and wider communities.

### **Key Stage One**

At Key Stage One children explore religion using stories, places of worship and festivals themes. In this way, they are able to use themselves and their own thoughts/experiences as a starting point, branching out to learn about Christianity and Judaism. Children will encounter a range of artefacts, and are able to put their knowledge into context, through off-site visits to religious sites and buildings. Children learn to recognise that beliefs are expressed in a variety of ways, and to understand the importance and value of religion for believers. Children are encouraged to ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

#### **Key Stage Two**

At Key Stage 2 Two children investigate and consider the impact of religion and belief in Cornwall, nationally and globally. They make connections between different aspects of religion and belief and consider different forms of religious expression. They learn about sacred texts and other sources of wisdom and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong and communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others, in the light of their learning in religious education. Children study, in a more systematic way, Sikhism, Judaism and Islam and Hindusim, as well as other non-religious world views. References such as illustrations and examples may be drawn from a variety of faiths/belief systems as appropriate.

**Progression in RE** will be assessed through listening to children's responses and contributions to discussions, as well as by evaluating their written work. An age-related assessment will be given to parents/carers on end of year reports, and may be discussed as appropriate at parent/teacher meetings.

for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity Encourage Creativity Encourage Creativity  C. Theme Title and Faith: Christianity  D. Scheme Reference  for disadvantaged children are are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity Encourage Creativity  C. Theme Title and Faith: Christianity  D. Scheme Reference  What makes people Special?  Understanding Christianity  Understanding Chr		Aut1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
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Unit: Why is the word 'God' Picturing Christianity		Unit: Why is the word 'God'	Picturing Christianity				
so important to Christians? Image Six Making Baby		•	,				

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	Resources:	Jesus				
	Why did God make					
	jellyfish?					
	The Precious Pearl					
G. Key Skills and	C and L	C and L	C and L	C and L	C and L	C and L
Understanding -	-talk about how they and	-use talk to organise,	-develop their own	-use talk to organise,	-Children listen with	-answer 'who/how and
Learning from and	others show feelings	sequences and clarify	narratives in relation	sequences and clarify	enjoyment to stories, songs	why' questions about their
about religion	PSED	thinking, ideas, feelings and	stories they hear from	thinking, ideas, feelings and	and poems from different	experiences in responses to
	-have a developing respect	events	different traditions	events	sources and traditions and	stories, experiences or
	for their own cultures and	PSED -work as part of a group,	PSED	PSED	respond with relevant	events from different
	beliefs, and those of others people	taking turns and sharing	-children understand that they can expect others to	-work as part of a group, taking turns and sharing	comments, questions and actions	sources PSED
	-show sensitively to others	fairly, understanding that	respect their needs, views,	fairly, understanding that	-develop their own	-respond to significant
	needs and feelings, and for	groups of people, including	cultures and belief with	groups of people, including	narratives in relation	experiences showing a
	positive relationships	adults and children, need	respect	adults and children, need	stories they hear from	range of feelings where
	UW	agreed values and codes of	-have a developing	agreed values and codes of	different traditions	appropriate
	-children talk about	behaviour to work together	awareness of their own	behaviour to work together	PSED	UW
	similarities and differences	harmoniously	needs, views and feeling	harmoniously	-talk about their own and	-explore, observe and find
	between themselves and	UW	and are sensitive to those	UW	others' behaviour and its	out about places and
	others, among families.	-explore, observe and find	of others	-explore, observe and find	consequences and know	objects that matter in
	Communities and traditions	out about places and	UW	out about places and	that some behaviour is	different cultures and
	-begin to know about their own cultures and beliefs	objects that matter in different cultures and	-children talk about similarities and differences	objects that matter in different cultures and	unacceptable -think and talk about issues	beliefs EAD
	and those of other people	beliefs	between themselves and	beliefs	of right and wrong and why	-respond in a variety of
	EAD	EAD	others, among families.	EAD	these questions matter	ways to what they see,
	-respond in a variety of	-children use their	Communities and traditions	-children use their	EAD	hear, smell, touch and taste
	ways to what they see,	imagination in art, music,	-begin to know about their	imagination in art, music,	-children use their	, , , , , , , , , , , , , , , , , , , ,
	hear, smell, touch and taste	dance, imaginative play,	own cultures and beliefs	dance, imaginative play,	imagination in art, music,	
		and role-play and stories to	and those of other people	and role-play and stories to	dance, imaginative play,	
		present their own ideas,	EAD	present their own ideas,	and role-play and stories to	
		thoughts and feelings	-children use their	thoughts and feelings	present their own ideas,	
		Maths	imagination in art, music,	Maths	thoughts and feelings	
		-children recognise, create	dance, imaginative play,	-children recognise, create	English	
		and describe simple	and role-play and stories to	and describe simple	-children are given access	
		patterns, sorting and ordering objects simply	present their own ideas, thoughts and feelings	patterns, sorting and ordering objects simply	to a wide range of books, poems and other written	
		ordering objects simply	-respond in a variety of	ordering objects simply	materials to ignite their	
			ways to what they see,		interest	
			hear, smell, touch and taste			
			Maths			
			-children recognise, create			
			and describe simple			
			patterns, sorting and			
			ordering objects simply			

H. Key Skills and Understanding – Unit Outcomes	-Introduction to the word God in REChurch is a Christian Place of WorshipHarvest festivalLord's Prayer and Ten Commandments.  Digging Deeper -Christians believe they are called by God to care for the worldChristians say creed togetherChristians work together to serve the community as an important part of the Christian Faith.	-Jesus was a special baby because he came from God. Christians believe he was God born as a babyThe Nativity story is from the Bible -Christians celebrate Christians celebrate Christians as the birth of Christ on a date chosen by Churches on a chosen date -Candles lit s a reminder of Jesus coming as the 'light of the world' -Presents at Christmas are a reminder of the gifts of the wide men to Jesus -Presents are reminder of: the gift of Jesus, God's Son -Christmas Carols tell the birth of Jesus  Digging Deeper -For Christians each individuals is special and known and loved unconditionally by God -Thanksgiving service is arranged by the church for parents who want to say thank you to God for their baby -Christians/ Baptism is a formal commitment to the Christian Church, parents make promises and the baby becomes a member of the church -Jesus's Golden Rule was that we should do to others as we want them to do to	ELG Goal: -Children talk about past and present events in their own lives and in the lives of family membersThey know that other children don't always enjoy the same things, and are sensitive to thisThey know about similarities and differences between themselves and others, and among families, communities and traditionsName different celebrations that Christians/ Jews have -Describe some of the important features of religious festivals	-Palm Sunday is Jesus's entry into Jerusalem and the start of Holy week -For Christians, Easter is the most important festival of the year -Christians believe that Jesus rose victorious from death to new life and gives his followers hope of forgiveness -This is compared with the Easter festival in Britain with chocolate eggs etc -Christians believe that Jesus died for people's sin and the cross symbolises costly love, sacrifice and forgiveness  Digging Deeper -Christians to act as a 'neighbour' when someone is in need: we must not walk by -Use the term 'Good Samaritan'- someone who does a good dead -Lighting candles as a symbol of a prayer for a person or situation -(Pancake Day) Christians day for receiving God forgiveness after confusing your sins – the next day Ash Wednesday (that start of 40 days of Lent) a time for spiritual discipline to prepare for Good Friday	ELG Goal: -Children talk about past and present events in their own lives and in the lives of family membersThey know that other children don't always enjoy the same things, and are sensitive to thisThey know about similarities and differences between themselves and others, and among families, communities and traditionsRecognise that Christians stories are written in the Bible as word from God -Know that different stories have different messages from God for Christians to use to guide them	ELG Goal: -Children talk about past and present events in their own lives and in the lives of family membersThey know that other children don't always enjoy the same things, and are sensitive to thisThey know about similarities and differences between themselves and others, and among families, communities and traditionsBe able to name special religious place such as Church's for Christians -Recognise local places of worships for different religions -Recognise the special parts of a religious place for their worshipers
I. Enrichment	Harvest Festival Performance to Parents/ Community	US Christmas Nativity Performance to Parents/ Community		Easter Parade for parents/ Community		Visit to a Local Church- St Marys.

J. Cross Curricular Links	See Section G					
(Core non-negotiable						
standards)						
K. Assessment Pathway	Written Evidence/ Mark					
	Making	Making	Making	Making	Making	Making
	Observational Notes					
	Self- Initiated Learning in					
	Classroom Provision					
	Floor books					
	Multi Media evidence (2					
	simple/ other)					
	Outdoors/ Role Play					
	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
	Participation in					
	performances	performances	performances	performances	performances	performances
Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
KS1 - Year A	Shiver Me Timbers	Bright Sparks	Can we Fix it? Yes we Can!	Walking in the Jungle	<u>Let's Cook</u>	Oh I do like to be by the
Unit Title						<u>Seaside</u>
A. Cornwall Agreed	P27-33	P27-33	P27-33	P27-33	P27-33	P27-33
Syllabus 2014 Page						
Reference						
B. Academy Aims Link	ADMAT: Accelerating and					
	sustaining children's					
	progress towards higher					
	achievement.	achievement.	achievement.	achievement.	achievement.	achievement.
	Ensuring achievement gaps					
	for disadvantaged children					
	are addressed.					
	Ensuring children are					
	equipped for the next					
	phase of learning.					
	Creating an enjoyable and					
	creative curriculum that					
	meets the learning needs					
	of children.					
	Providing for children a					
	safe, stimulating, caring but					
	challenging learning					
	environment.	environment.	environment.	environment.	environment.	environment.
	WHA: Create Challenge,					
	Develop Citizenship,					
	Community,	Community,	Community,	Community,	Community and	Community and
	Encourage Creativity					
C. Theme Title and Faith	Creation	Incarnation	Curriculum Kernewek:	Salvation	(G-d and Torah)	Family Life

			Cornwall as a Place of			
			Spiritual Inquiry			
	Faith: Christianity	Faith: Christianity	Faith: Christianity	Faith: Christianity	Faith: Judaism	Faith: Judaism (The People and the Land) (Food/ Shabbat)
D. Scheme Reference	Understanding Christianity	Understanding Christianity	SCARE	Understanding Christianity	SCARE	SCARE
E. Key Question	Who Made the World?	Why does Christmas matter to Christians?	Why is Cornwall special to Christians?	Why does Easter matter to Christians?	What do Jews believe?	What is Jewish family life like?
F. Resource Links  G. Key Skills and	Understanding Christianity Creation  Learning about Religion	Understanding Christianity Incarnation  Picturing Christianity Image Five Nigerian Nativity Gallery of the Roman Catholic Society of African Missions  Picturing Christianity Image Seven A christingle Service Learning about Religion	Learning about Religion	Understanding Christianity Salvation  Learning about Religion	Learning about Religion	Learning about Religion
Understanding - Learning from and about religion SCARE PP 27	1a Explore a range of religious stories and scared writings and talk about their meanings  Learning from Religion 2c ask and respond imaginatively to puzzling questions, communicating their ideas	1c name and explore a range of celebrations, worship and rituals in region, noting similarities where appropriate  Learning from Religion 2a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness	1b Explore how faith communicate make a difference to communities in Cornwall  Learning from Religion 2b reflect on how living in Cornwall is shaped by its religious traditions from the earliest times	1d identify the importance for some people, of belonging to a religion and recognise the difference this makes to their lives 1e explore how religious beliefs and ideas can be expressed through arts and communicate their responses  Learning from Religion 2d identify what matters to them and others, including those with religious commitments, and communicate their responses	If explore how religious believers communicate with God, each other and people outside their community  Learning from Religion 2e reflect on how spiritual and moral values relate to their own behaviour	1g identify and suggest meanings for religious symbols and begin to use a range of religious words  Learning from Religion 2f recognise that religious teachings and ideas make a difference to individuals families and the local community
H. Key Skills and	3a Christianity	3a Christianity	3a Christianity	3a Christianity	3b A religion of choice by	3b A religion of choice by

Understanding – Breath					the school: Judaism	the school: Judaism
	Themes	Themes	Themes	Themes	the school, Judaisiii	the school. Jadaisin
of Study	3c believing: what people	3e celebrations: how and	3g leaders and teachers:	3d story: how and why	Themes	Themes
	believe about God,	why celebrations are	figures who have an	some stories are scared	3h belonging: where and	3e symbols: how and why
SCARE PP 28	humanity and the natural	important in religion	influence on other locally,	and important in religion	how people belong and	symbols express religious
	world		nationally and globally in		why belonging is important	meaning
		Experiences and	religion	Experiences and	, , , , , , , , , , , , , , , , , , , ,	3
	Experiences and	Opportunities	3i myself: who I am and my	Opportunities	Experiences and	Experiences and
	Opportunities	3o beginning to use ICT to	uniqueness as a person in a	3m using art and design,	Opportunities	Opportunities
	3n sharing their own	explore a religions and	family and community	music, dance and drama to	3j visiting places of worship	3I using their senses and
	beliefs, ideas and values	beliefs as practices in the		develop their creative	and focusing on symbols	having times of quiet
	and talking about their	local and wider community	Experiences and	talents and imagination	and feelings	reflection
	feelings and experiences		Opportunities			
			3k Listening and			
			responding to visitors from			
			local faith communities			
Key Skills and	Pupils will know that	Pupils will know that	Curriculum Kernewek	Pupils will know that	G-d	The People and the Land
Understanding – Key	-God created the universe	-Christians believe that	Cornwall as a place of	-Easter is very important in	Jewish belief about God	Family Life
Content	-The earth and everything	Jesus is God and that he	spiritual Inquiry	the 'big story' of the Bible	G-d is One	The Jewish Home
	in it are important to God	was born as a baby in	The marks left on the	-Christians believe Jesus	G-d is the creator	Shabbat, the day of rest
SCARE Christianity pp	-God has a unique	Bethlehem	landscape make us ask	rose again, giving people	G-d Cares for all people	The Friday night meal
29-30	relationship with human	-The Bible points out that	questions.	hope of a new life	l	Welcoming Shabbat
	beings as their creator and	his birth showed that he	Celtic crosses	D'ania Bassas	Israel	Lighting candles
SCARE Judaism pp 32-	Sustainer -Humans should care for	was extraordinary and that	Special festivals	Digging Deeper	Israel has always been a	Lessing the children
33	the world because it	he came to bring good news	Special people such as St Petroc, St Piran and Cornish	-Christians believe Jesus builds a build between God	special place for Jews Jews live all over the world	Blessings with wine Challah
33	belongs to God	-Christians celebrate Jesus'	Saints	and Humans	but when they pray they	Easting as a family
	belongs to dod	birth: Advent for Christians	Standing Stones	and mamans	face towards Israel and	Stories that Jewish children
		is a time of getting ready	Local stories and place of		Jerusalem	would hear in their families
		for Jesus' coming	importance near the		30.030.0	Festivals (minor)
			school			
J. Unit Outcomes	1. Retell the story of	1. Give a clear, simple		1.Recognise that		
1. Making sense of the	Creation from Genesis 1:1-	account of the story of		Incarnation and Salvation		
text	2.3 Simply	Jesus birth and why Jesus is		are part of a 'big story' of		
2. Understanding the	1. Recognise that 'Creation'	important for Christians		the Bible		
	is the beginning of the 'Big	1. Recognise that stores of		1. Tell stories of Holy Week		
impact	story' in the Bible	Jesus's life come from the		and Easter from the Bible		
3. Making Connections	1. Say what the story tells	Gospels		and recognise a link with		
	Christians about God,	2. Gives examples of ways		the ideas of Salvation		
	Creation and the world	in which Christians use the		(Jesus rescuing People)		
	2. Give at least one	story of the nativity to		1. Recognise that Jesus		
	examples of what	guide their beliefs and		gives instructions about		
	Christians do to say thank	actions at Christmas		how to behave		
	you to God for Creation	3. Decide what they		2. Give at least three		
	3. Think, talk and ask	personally have to be		examples of how Christians		
	questions about living n a n	thankful for at Christmas		show their beliefs about		

amazing world time Jesus' death and resurrection in church  Digging Deeper Digging Deeper worship at Easter  2. Give at least two 1.Recognise that 3. Think, talk and ask	
Digging Deeper         Digging Deeper         worship at Easter	
2. Give at least two 1. Recognise that 3. Think, talk and ask	
examples of what Incarnation if part of the questions about whether	
Christians do to look after 'Big Story' of the Bible the story of Easter has	
the world for God 1. Tell the story of the birth anything to say to them	
of Jesus and recognise the about sadness, hope of	
link with Incarnation – heaven, exploring different	
Jesus is 'God on Earth' ideas	
2. Give at least two	
examples in which Digging Deeper	
Christians use the nativity 2. Give at least three	
story in churches and at examples of how Christians	
home show their beliefs about	
3. Think, talk and ask Jesus as saviour in church	
questions about the worship	
Christmas story and the	
lessons they might learn	
from it e.g. be kind and	
generous	
K. Enrichment Visit to a Jewish	
Synagogue (Plymouth)	
L. Cross Curricular Links   Geography- Knowledge of   Science- Creating Light   Design and Technology/   Geography- Exploration of   Design and Technology-   History- explore h	
(Core non-negotiable World/ Countries English/ Computing- Science- exploration of Jungles/ Rainforest in the exploring different foods different families	
standards) Science- How was the Publishing stories using different materials for World- Research into from different cultures seaside/ locations	ror
world made/ space Media different purposes places of worship in the family life	
Design and Technology- Art- exploration of different world PSCHE- sharing di	
Designing items that create   shapes/ structures/ designs   Science- Weather-   special family eve	
light in Cornwall exploration climate/ comparing similar	lies and
temperature in holy places differences	
Geography- explo	
countries/ culture	
family life- similar	
differences	ics and
M. Assessment Elicitation task (at the Elicita	at the
Pathway beginning of a unit)	·
On-going teacher	
assessment of knowledge assess	
skills and skills and skills and skills and skills and	_
understanding understanding understanding understanding understanding understanding	
Written Evidence	J
Observational Notes Observational Notes Observational Notes Observational Notes Observational Notes Observational Notes	Notes
Self- Initiated Learning in Se	rning in

	Cl	Classes Bassisian	Classical Basics	Cl	Classica Bassician	Classica Bassician
	Classroom Provision					
	Floor books					
	Multi Media evidence (2					
	simple/ other)					
	Outdoors/ Role Play					
	Participation in					
	performances	performances	performances	performances	performances	performances
	End of unit assessment					
Year Group	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 1
KS1 - Year B	All Aboard!	Superheros!	Walking with the	Green Fingers	Walking in Windmill	Knights and Dragons
Unit Title			<u>Dinosaurs</u>		<u>Woods</u>	
A. Cornwall Agreed	P27-33	P27-33	P27-33	P27-33	P27-33	P27-33
Syllabus 2014 Page Reference						
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's					
	progress towards higher					
	achievement.	achievement.	achievement.	achievement.	achievement.	achievement.
	Ensuring achievement gaps					
	for disadvantaged children					
	are addressed.					
	Ensuring children are					
	equipped for the next					
	phase of learning.					
	Creating an enjoyable and					
	creative curriculum that					
	meets the learning needs					
	of children.					
	Providing for children a					
	safe, stimulating, caring but					
	challenging learning					
	environment.	environment.	environment.	environment.	environment.	environment.
	WHA: Create Challenge,					
	Develop Citizenship,					
	Community,	Community,	Community,	Community,	Community,	Community,
	Encourage Creativity					
C. Theme Title and Faith	Church and Worship	Gospel	Jewish Festivals	God	Stories and Objects	Bible and the Christian
C. Theme Title and Faith	Church and Worship	dospei	Jewisii restivais	dou	Stories and Objects	way of Life
	Faith- Christianity	Faith- Christianity	Faith- Judaism	Faith- Christianity	Faith- Judaism	Faith- Christianity
D. Scheme Reference	SCARE	Understanding Christianity	SCARE	Understanding Christianity	SCARE	SCARE
E. Key Question	How do Christians use the	What is the good news	How important is it for	What do Christians believe	What is important to	How does the bible
	church?	that Jesus brings?	Jewish people to do what	God is like?	Jews?	become part of the
			God asks them to do?			Christian way of Life?

	I					T
F. Resource Links	Picturing Christianity	Understanding Christianity		Understanding Christianity		
	Image Three The Holy Spirit					
	Window by Hector Garcia					
	Picturing Christianity					
	Image Nine					
	Believers baptism in the					
	River Jordan					
	Image Twenty three The					
	Three Cathedral, Milton					
	Keynes					
G. Key Skills and	Learning about Religion	Learning about Religion	Learning about Religion	Learning about Religion	Learning about Religion	Learning about Religion
•	1b explore how faith	1c name and explore a	1f explore how religious	1d identify the importance,	1e explore how religious	1a explore a range of
Understanding -	communities make a	range of celebrations,	believers communicate	for some people of	beliefs and ideas can be	religious stories and sacred
Learning from and	difference to communities	worship and rituals in	with God, each other and	belonging to a religion and	expressed through arts and	writings and talk about
about religion		•	,		'	
	in Cornwall	religion, noting similarities	people outside their	recognise the difference this makes to their lives	communicate their	their meanings
SCARE PP 27	1g identify and suggest	where appropriate	community	this makes to their lives	responses	Landing from Ballatan
367.11.2.7	meanings for religious					Learning from Religion
	symbols and begin to use a	Learning From Religion	Learning from Religion	Learning from Religion	Learning from Religion	2e reflect on how spiritual
	range of religious words	2a reflect on and consider	2d identify what matters to	2c ask and respond	2fRecognise that religious	and moral values relate to
		religious and spiritual	them and others, including	imaginatively to puzzling	teachings and ideas make a	their own behaviour
	Learning from Religion	feelings, experiences and	their with religious	questions communicating	difference to individuals,	
	2b reflect on how living in	concepts such as worship,	commitments, and	their ideas	families and the local	
	Cornwall is shapes by its	wonder, praise, thanks,	communicate their		community	
	religious traditions from	concern, joy and sadness	responses			
	the earliest times					
H. Key Skills and	3a Christianity	3a Christianity	3b A religion of choice by	3a Christianity	3b A religion of choice by	3a Christianity
Understanding – Breath			the school: Judaism		the school: Judaism	
of Study	Themes	Themes		Themes		Themes
of Study	3f symbols: how any why	3e celebrations: how and	Themes	3c believing: what people	Themes	3d story: how and why
	symbols express religious	why celebrations are	3h belonging: where and	believe about God,	3i myself: who I am and my	some stories are sacred
SCARE PP 28	meaning	important in religion	how people belong and	humanity and the natural	uniqueness as a person in a	and important in religion
	3g leaders and teachers:		why belonging is important	world	family and community	and in partial in anglott
	figures who have an	Experiences and	, 20.0		in it is a second to the secon	Experiences and
	influence on other locally,	Opportunities	Experiences and	Experiences and	Experiences and	Opportunities
	nationally and globally in	3m using art and design,	Opportunities	Opportunities	Opportunities	3k listening and responding
	religion	music, dance and drama to	30 beginning to use ICT to	31 using their sense and	3n share their own beliefs,	to visitors from local faith
	rengion			having times of quiet	· ·	communities
	Europianos	develop their creative	explore religions and	reflection	ideas and values and	communities
	Experiences and	talents and imagination	beliefs as practice in the	renection	talking about their feelings	
	Opportunities		local and wider community		and experiences	
	3j visiting places of worship					
	and focusing on symbols					
	and feelings					

	T =		I		T == -	I
Key Skills and	The Church	Pupils will know that:	Judaism The People and	Pupils will know that:	Stories	The Bible
Understanding – Key	Characteristics of the	Christians believe Jesus	the Land	-Christians believe in God,	The creation	The nature of the Bible
Stage Content	Church	brings good news for all	Family Life	and that they find out	The patriarchs, Matriarchs	The holy books of the
	Meaning of the term	peoples	Passover and Purim	about God in the Bible	and Joseph	Christian faith
SCARE Christianity pp	'Church'	-For Christians this good	_	-Christians believe God is	Moses and Miriam	Types of writing
29-30	A community of believers	news being loved by God	Torah	loving, kind, fair and		Stories
29-30	The name given to a variety	and being forgiven for bad	The torah is in the form of	forgiving , and also Lord	The People and the Land	Poems
	of buildings where	things	a scroll, or book	and King	Family Life	Sayings
SCARE Judaism pp 32-	Christians usually meet to	-Christians believe Jesus is	(Chumash) and written in	-Some stories show these	The Jewish Home	Uses of the Bible
33	Worship	a friends to the poor and	Hebrew, it contains	Christians beliefs	Mezuzah	Preaching and teaching in
		friendless	Mitzvot (laws and rules)	-Christians worship God		church
	Worship	-Christians believe Jesus'	which set out how should	and try to live in ways that		Christians read from it
	Worship may include	teachings make people	live:	please him		regularly in order to inform
	Reading the Bible	think hard about how to	The ten commandments			their faith
	Listening to Stories	live and show them the	Sayings which express			
	Teaching	right way	values			The Christian Way of Life
	Singing		'Love your neighbour as			God and Humanity
	Prayer		yourself''			Christians believe that
	Baptism and Weddings		'Love the stranger because			everyone is important and
			you were stranger's in the			of equal value
	Church Structures and		land of Egypt'			Belief, values and
	organisations					experience
	Things found in my local					Christians try to follow the
	churches-seat, font, altar,					examples of Jesus,
	table, Bibles, musical					especially his teaching on
	instruments					love and forgiveness
	People who have a special					Famous Christians who set
	role in the Church-					an examples for others to
	ministers, elders, priests					follow e.g. saints and
	Symbols (in some					others who live(d) a life of
	Churches)- cross, crucifix,					service
	liturgical colours, water,					Personal and community
	candles					action
						Relationships with family
						and friends and caring for
						others.
J. Unit Outcomes		1.Tell stories from the Bible		1.Idenify what a parable is		-
1. Making sense of the		and recognise a link with a		1. Tell the story of the Lost		
· ·		concept of 'Gospel' or		Son from the bible simply		
text		Good News		and recognise a link with		
2. Understanding the		1.Give clear, simple		the concept of God as a		
impact		accounts of what Bible		forgiving Father		
3. Making Connections		texts mean to Christians		1.Give clear, simple		
-		1.Recognise that Jesus		accounts of what the story		
		gives instructions to people		means to Christians		
		about how to behave		2.Give at least t20		
		about now to benave		2.Give at least 120		

2. Give at least two	examples of a way in which	
examples of ways in which	Christians show their belief	
Christians follow the	in God as loving and	
teaching studies about	forgiving, e.g. by saying	
forgiveness and peace, and	sorry	
brining good news to the	2. Give an example of how	
friendless	Christians put their beliefs	
2. Give at least two	in to practice in workshops,	
examples of how Christians	by saying sorry to God for	
put these beliefs into	example	
practice in the Church	3. Think, talk and ask	
community and their own	questions about whether	
lives (Christy)	they can learn anything	
3. Think, talk and ask	from the story for	
questions about whether	themselves, exploring	
	different ideas	
Jesus' 'good news' is only	unierent lueas	
good news for Christians or	D'' D	
if there are thing for	Digging Deeper	
anyone to learn, exploring	1.Tell the key points of the	
different ideas	story of Jonah from the	
	Bible and recognise a link	
Digging Deeper	with the concept of God	
1.Tell stories from the Bible	2. Give an example of a	
and recognise a link with a	way in which Christians use	
concept of 'Good News	the story of Jonah to guide	
'links to the practice of	their beliefs about God e.g.	
being thankful	seeing God as Lord- God	
1. Give clear, simple	wants to save the People of	
accounts of what the texts	Nivneah	
means to Christians e.g.	2.Give at least two	
people can trust God,	examples of how Christians	
people should day thank	put their beliefs into	
you to God for his good	practice in worship e.g. sing	
gifts	the story in church in art	
2. Describe how Christians	3. think, talk and ask	
show their beliefs e.g.	questions about whether	
thanking God in prayer	they can learn anything	
2. Give at least two	from the story for	
examples of ways in which	themselves, exploring	
Christians use Bible stories	different ideas	
and texts to guided their		
beliefs about prayer, in		
church communities and		
their own lives		
3. Think, talk and ask		
questions about whether		

		Jesus' good news' matters to anyone other than Christians, exploring different ideas				
K. Enrichment	Visit to local Churches Methodist and St Thomas (Newport). Comparison of local Churches.					
L. Cross Curricular Links (Core non-negotiable standards)	Geography- Location of Churches in Launceston Geography- Location of churches around railways lines History- Use of railway line within Cornwall/ access to other churches/community	Science- exploration of 'Superhero's and their powers- how does this link with influential figures in a Christian life PSCHE- What super powers would support the teachings of Jesus	PSCHE- Is having rules important for different communities and groups?	PSCHE- How should we treat people/ living things?	Science- What is important in our natural world? Geography- what is important in our local community?	History- What religions were important to influential figures in the past? History- How do stories in the past continue to influence people today?
M. Assessment Pathway	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment
RE Council of England 2013 Assessment Criteria Outcomes for ages 7	Knowledge and under	standing of Christianity	Expression and com	munication of ideas	Gaining and deploying th	ne skills of religious study
J	-Recall and name festivals, objects and key Christian ideas such as God and church -Retell Bible stories, including those associated with Christmas and Easter -Recognise symbols such as bread, wine and the cross,		-Ask and respond to thoughtful questions promoted by images about Christian behaviour and practice -Observe and recognise how Christians express their faith by linking an image to a belief -Respond sensitively to simple comparison between		-Express their own ideas about key Christian concepts in words, music, art or poetry -Give their own ideas about Christian teaching n cooperation -Find out what Christian think is right and good, and	

which matters to Christians	Christianity and another worldview	respond with their own ideas
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Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3– Unit Title	Fire To Forts	Extreme Earth	Movement and	<u>Rainforests</u>	<u>Egyptians</u>	Farm to Fork
			<u>Motions</u>			
A. Cornwall Agreed	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45
Syllabus 2014 Page						
Reference						
B. Academy Aims Link	ADMAT: Accelerating and	ADMAT: Accelerating and	ADMAT: Accelerating and	ADMAT: Accelerating and	ADMAT: Accelerating and	ADMAT: Accelerating and
	sustaining children's	sustaining children's	sustaining children's	sustaining children's	sustaining children's	sustaining children's
	progress towards higher	progress towards higher	progress towards higher	progress towards higher	progress towards higher	progress towards higher
	achievement.	achievement.	achievement.	achievement.	achievement.	achievement.
	Ensuring achievement gaps	Ensuring achievement gaps	Ensuring achievement gaps	Ensuring achievement gaps	Ensuring achievement gaps	Ensuring achievement gaps
	for disadvantaged children	for disadvantaged children	for disadvantaged children	for disadvantaged children	for disadvantaged children	for disadvantaged children
	are addressed. Ensuring children are	are addressed.	are addressed. Ensuring children are			
	equipped for the next	Ensuring children are equipped for the next	equipped for the next	equipped for the next	equipped for the next	equipped for the next
	phase of learning.	phase of learning.	phase of learning.	phase of learning.	phase of learning.	phase of learning.
	Creating an enjoyable and	Creating an enjoyable and	Creating an enjoyable and	Creating an enjoyable and	Creating an enjoyable and	Creating an enjoyable and
	creative curriculum that	creative curriculum that	creative curriculum that	creative curriculum that	creative curriculum that	creative curriculum that
	meets the learning needs	meets the learning needs	meets the learning needs	meets the learning needs	meets the learning needs	meets the learning needs
	of children.	of children.	of children.	of children.	of children.	of children.
	Providing for children a	Providing for children a	Providing for children a	Providing for children a	Providing for children a	Providing for children a
	safe, stimulating, caring but	safe, stimulating, caring but	safe, stimulating, caring but	safe, stimulating, caring but	safe, stimulating, caring but	safe, stimulating, caring but
	challenging learning	challenging learning	challenging learning	challenging learning	challenging learning	challenging learning
	environment.	environment.	environment.	environment.	environment.	environment.
	WHA: Create Challenge,	WHA: Create Challenge,	WHA: Create Challenge,	WHA: Create Challenge,	WHA: Create Challenge,	WHA: Create Challenge,
	Develop Citizenship,	Develop Citizenship,	Develop Citizenship,	Develop Citizenship,	Develop Citizenship,	Develop Citizenship,
	Community,	Community,	Community,	Community,	Community,	Community,
	Encourage Creativity	Encourage Creativity	Encourage Creativity	Encourage Creativity	Encourage Creativity	Encourage Creativity
C. Theme Title and Faith	People of God	Curriculum Kernewek	Creation/ Fall	Who are Sikhs?	Kingdom of God	What is the importance of
	Faith Chataire the	Cornwall as a place of	First Characterists	Figh 61 bion	Established and a state of the	the Gurdwara?
	Faith- Christianity	spiritual inquiry Cornwall as a place of	Faith- Christianity	Faith - Sikhism	Faith- Christianity	Faith - Sikhism
		Christianity				Faith - Sikhism
		Cilistiality				
		Faith- Christianity				
D. Scheme Reference	Understanding Christianity	SCARE	Understanding Christianity	SCARE	Understanding Christianity	SCARE
E. Key Question	What is it like to follow	Why is Cornwall special to	What do Christians learn	Who were the Skihs?	When Jesus left, what was	What is the importance
-	God?	Christians?	from the Creation Story?		the impact of Pentecost?	of the Gurdwara?
F. Resource Links	Understanding Christianity		Understanding Christianity		Understanding Christianity	
					Picturing Christianity	

				T	T	
			Picturing Christianity		Image Four Moses crossing	
			Image Two The Garden of		the Red Sea From the	
			Eden by John Dyer 2001.		Luther Bible, Germany	
					1534 Lucas Cranach	
G. Key Skills and	Learning about Religion	Learning about Religion	Learning about Religion	Learning from Religion	Learning about Religion	Learning about Religion
Understanding -	1a Describe the key aspects	1b Identify the key	1h Describe and begin to	1d Identify and begin to	1c Describe the variety of	1i Use specialist vocabulary
Learning from and	of religions, especially the	moments in the story of	understand religious and	describe the similarities	practices and ways of life in	in communicating their
about religion	people, stories and	Christianity in Cornwall and	other responses to ultimate	and difference within and	religions and understand	knowledge and
about religion	traditions that influence	how that has shaped	and ethical questions	between religions	how these stem from, and	understanding
	the beliefs and values of	Cornwall in the present		1e Investigate the	are closely connected with,	J Use and interpret
	others	1e Investigate the	Learning from Religion	significant of religion in the	beliefs and teachings	information from religions
	1g Describe how people	significant of religion in the	2d Discuss their own and	local, national and global	1f Consider the range of	from a range of sources
	seek to communicate with	local, national and global	others views of religious	communities	forms of religious	_
	God and how this informs	communities	truth and belief, expressing		expression, understand	Learning from Religion
	the language of prayer;		their own ideas	Learning from Religion	why they are important in	2a reflect on what it means
	and, how the seek to	Learning from Religion		2b Respond to the	religion and note links	to belong to a faith
	communicate their beliefs	2b Reflect on the impact of		challenges of commitment	between them	community,
	within and beyond their	living in Cornwall and how		both in their own lives and		communicating their own
	communities	this place helps to form		within religious traditions,	Learning from Religion	and other's responses
		their's and other' view of		recognising how	2f Reflect on sources of	
	Learning from Religion	the world and the place of		commitment to a religion is	inspiration in their own and	
	2e Reflect on ideas of right	religion within it		shown in different ways	others lives	
	and wrong and their own					
	and other's responses to					
	them					
H. Key Skills and	Religions and Beliefs	Religions and Beliefs	Religions and Beliefs	Religions and Beliefs	Religions and Beliefs	Religions and Beliefs
Understanding – Breath	3a Christianity	3a Christianity	3a Christianity	3b Sikhism	3a Christianity	3b Sikhism
_	,	<b>,</b>	,		,	
of Study	Themes	Themes	Themes	Themes	Themes	Themes
	c. beliefs and questions:	f. the journey of life and	d. Teachings and authority:	g. symbols and religious	c. beliefs and questions:	e. worship, pilgrimages and
	how peoples beliefs about	death: why some occasions	what scared texts and	expression: how religious	how peoples beliefs about	scared places where, how
	the God, the world and	are sacred to believers, and	others sources say about	and spiritual ideas are	the God, the world and	and why people worship,
	others impact on their lives	what people think about	God, the world and human	expressed	others impact on their lives	including at particular sites
	d. Teachings and authority:	life after death	life	h. inspirational people:	e. worship, pilgrimages and	moraum, g at particular sites
	what scared texts and	h. inspirational people:	i. religion and the	figures from whom	scared places where, how	Experiences and
	others sources say about	figures from whom	individual: what is expected	believers find inspiration	and why people worship,	Opportunities
	God, the world and human	believers find inspiration	of a person in following a	benevers into inspiration	including at particular sites	I. encountering religions
	life	o. reflecting on their own	religion or belief	Experiences and	g. symbols and religious	through visitors and visits
	i. religion and the	and others insights into life	k. beliefs in action in the	Opportunities	expression: how religious	to places of worship, and
	individual: what is expected	and its origin, purpose and	world how religions and	q. developing the use of	and spiritual ideas are	focusing on the impact and
	of a person in following a	meaning	beliefs respond to global	ICT, particularly in	expressed	reality of religion on the
	religion or belief	j. religion , family and the	issues of human rights,	enhancing pupils	j. religion , family and the	local and global community
	. cg.on or benef	community: how religious	fairness, social justice and	awareness of religions and	community: how religious	n. considering a range of
	Experiences and	families and communities	the importance of the	beliefs globally	families and communities	human experiences and
	Opportunities	practise their faith and the	environment	Delicis globally	practise their faith and the	feelings
	m. discussing religious and	contributions this makes to	CHAILOHHIGHT		contributions this makes to	p. expressing and
	iii. uiscussiiig leligious allu	contributions this makes to		I	continuations tills makes to	h. evhicosing and

	philosophical questions., giving reasons for their own beliefs and those of others n. considering a range of human experience and feelings	local life k. beliefs in action in the world how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment  Experiences and Opportunities o. reflecting on their own and others insights into life and its origin, purpose and earning	Experiences and Opportunities p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT		local life  Experiences and Opportunities p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT	communicating their own and others insights through art and design music, dance, drama and ICT
I.Key Skills and Understanding – Key Stage Content PP 38-45	Pupils will know that: -The Old testament tells the story of a particular groups of people, the children of Israel known as the People of God- and their relationships with God -The People of God try to live in the way God wants, following his commands and worshipping him -They believe the promises to stay with them and Bible stories show how God keeps his promises  Digging Deeper - The Old testament narrative explains that the People of god are meant to show the benefits of having a relationship with Good, and to attract all other nations to worshipping God -Christians believe that, through Jesus, all people can become the People of God	Kernewek: Cornwall as a place of spiritual inquiry Why people feel attracted to Cornwall as a centre of spirituality and spiritual experience The development of local celebrations which look beyond the origins of Christianity in Cornwall  Cornwall as a place of Christianity How Christianity came to Cornwall The Celtic church and why Celtic Christians spirituality has come so important for some in Cornwall in the 21st century	Pupils will know that:     -God the creator cares for creation, including human beings     -As human beings are part of God's good creation, they do best when they listen to God     -The bible shows that God wants to help people to be close to him – he keeps his relationships with them, gives them guidelines n good ways to life (such as the Ten commandments)     -(building from EYFS)-Christians believe God made our wonderful world and so we should look after it      Digging Deeper     -The bible tells a story (in Genesis 3) about how humans spoiled their friendships with Good (sometimes called the fall)     -This means that humans cannot get close to God without God's help	Kernewek: N/A Sikhism: Belief and Values: - Sikhs believe in one god who is the Supreme Truth, the Ultimate Reality and the Creator of all things Values: - Mediation based on scriptures (nam simran) - Earning by honest means (kirat karna) - Sharing (vand Chhakna) - Service to all human beings (sewa) Acceptance of Gods will (hukam) Equality of gender Equality of race and creed – the oneness of humanity Practices: - Holy days (Gurpurbs) - Ceremonies (naming, turban tying, Amrit ceremony, marriage, dearth) Symbols: - Ik Onkar (there is one God)	Pupils will know that: -Christians believe that Jesus inaugurated the 'Kingdom of God' (Jesus whole life was a demonstration that God is King. Not just in heaven but here and now) Christians believe Jesus is still alive, and rules in their hearts and lives by Holy Spirit, if they let him -Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the church to make Jesus invisible Kingdom by living lives that reflect the love of God -Christians celebrate Pentecost as the beginning of the church  Digging Deeper - Staying connected to Jesus means that the fruit of the spirits can grow in the lives of Christians	Kernewek: N/A Sikhism: The Gurus: - The lives and teachings of the Ten Gurus- in detail Guru Nanak, Guru Arjan, Guru Har Gobind, Guru Tegh Bahadur and Guru Gobind Singh. Gurdwara: - A place of Sikh worship which extends welcome to men and women of all races and creeds - Features include, congregation (sangat), common meal (langar) - Significant people include, Granthi who reads the Guru Granth sahib, musicians and singers Know about The Golden Temple and other historic gurdwara The Five Ks: - Kesh, Kangha, Kara, Kachera, Kirpan

		- God offers forgiveness	- Khanda – the Sikh symbol		
		even why Humans keep	Kilanda the sikii symbol		
		falling short			
		-Christians show that they			
		want to be close to Go too,			
		through obedience and			
		worship, which includes			
		saying sorry for falling short			
		Saying Sorry for faming Short			
J. Unit Outcomes	1. Make Links between the	1.Place the concepts of		1.Make clear links between	
1. Making sense of the	story of Noah and the idea	God and Creation on a		the story of the Day of	
text	of covenant	timeline of the Bible' Big		Pentecost and Christian	
	2. Make simple links	Story'		belief about the Kingdom	
2. Understanding the	between promises in the	1.Make clear links between		of Earth	
impact	story of Noah and promises	Genesis 1 and what		1.Offer suggestions about	
3. Making Connections	that Christians make at a	Christians believe about		what the description of	
	wedding ceremony	God and Creation		Pentecost in Acts 2 might	
	3. Make Links between the	2. Describe what Christians		mean	
	story of Noah and how we	do because they believe		1. Give examples of what	
	live in the school and wider	God is Creator (care for the		Pentecost means to some	
	world	world)		Christians now	
		3. Ask questions and		2. Make simple links	
	Digging Deeper	suggest answer about what		between description of the	
	1.Make clear links between	might be important in the		Day of Pentecost in Acts 2,	
	the story of Abraham and	creation story for Christians		the Holy Spirit and how	
	the concerto of Faith	living today, and for		Christians live their whole	
	2. Make simple links	people who are not		lives and in their church	
	between People of God	Christians		communities	
	and how some Christians			3. Make links between	
	choose to live in their	Digging Deeper		ideas about the Kingdom of	
	whole live and in their	1.Offer suggestions about		God explored in the Bible	
	church countries	what the story of Adam		and what people believe	
	3. Suggest answers about	and Eve might show about		about following God in the	
	how far ideas of covenant,	humans nature and how to		world today, expressing	
	promises and following	act		some of their own ideas	
	God might make a	2. Describe how any why			
	difference in the world	Christians might pray for		Digging Deeper	
	today.	God, say sorry, forgive and		1.Order concepts within	
		ask for forgiveness		the timeline of the bible big	
		3. Make links between		story	
		what stories in the Bible		1.List two distinguishing	
		say about human beings,		features of a narrative and	
		and pupils own ideas about		a letter as different types	
		how people should behave		of biblical text	
				1. Offer suggestions about	
				what the texts studies	

	1		T	1		1
					might mean and give	
					examples of what the texts	
					studies mean to Christians	
					2.Make simple links	
					between the idea of the	
					Church as a body, the fruit	
					of the Sprit, and the	
					Kingdom of God and how	
					Christians live in their	
					whole lives and in their	
					church communities	
					2. Describe how Christian	
					show their belief about the	
					Holy Spirit in worship and	
					, , , , , , , , , , , , , , , , , , ,	
					the way they live	
					3. Raise questions and	
					suggest answers about how	
					far the ideas about Church	
					as a body and the fruit of	
					the Sprit might make a	
					difference to how people	
					think and live	
					3. Make links between	
					fellowship and fruit of the	
					Sprit and life in the world	
					today, expressing some	
					ideas of their own clearly	
K. Enrichment						Visit to Skih Gurdwara
L. Cross Curricular Links	History- Who were the	Geography- How are	Science- What is important	Geography- Where in the	Geography- Where in the	Design and Technology-
(Core non-negotiable	important leaders in the	important places formed?	about the natural world?	world can the religion	world is Christianity	How is food important to
standards)	past?	History- where are the	Geography- What is	Sikhism be found? Where	important? Where in the	all humans? What foods
		important places in	important about the local	did it orientate?	world do some of the Bible	are important in different
		Cornwall to Christians	area?	PSCHE_ What is similar and	stories originate from?	religions and cultures?
		Computing- use of ICT to	PSCHE- Why are their	different about Sikhism and	History- How do stories in	Geography- Does food
		research places in	different viewpoints on	Christianity?	the past still remain	different in different
		Cornwall/ communicate	how the world was		important to today?	countries and cultures?
		findings	created?			PSCHE- How important is
						food in religions?
M. Assessment	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the
Pathway	beginning of a unit)	beginning of a unit)	beginning of a unit)	beginning of a unit)	beginning of a unit)	beginning of a unit)
	On-going teacher	On-going teacher	On-going teacher	On-going teacher	On-going teacher	On-going teacher
	assessment of knowledge	assessment of knowledge	assessment of knowledge	assessment of knowledge	assessment of knowledge	assessment of knowledge
	skills and	skills and	skills and	skills and	skills and	skills and
	understanding	understanding	understanding	understanding	understanding	understanding
	Written Evidence	Written Evidence	Written Evidence	Written Evidence	Written Evidence	Written Evidence

| Observational Notes         |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Self- Initiated Learning in |
| Classroom Provision         |
| Floor books                 |
| Multi Media evidence (2     |
| simple/ other)              |
| Outdoors/ Role Play         |
| Participation in            |
| performances                | performances                | performances                | performances                | performances                | performances                |
| End of unit assessment      |

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4– Unit Title	Greek Warriors	Water, Water, Everywhere!	Roman Empire	Somewhere to Settle	Boudicca's Britain	Where in the World is Exeter?
A. Cornwall Agreed Syllabus 2014 Page Reference	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity
C. Theme and Faith	Incarnation	Jesus and the Church	Gospel	Salvation	What can we learn about Judaism?	What are Jewish beliefs about G-d?
	Faith- Christianity	Faith- Christianity	Faith- Christianity	Faith- Christianity	Faith - Judaism	Faith - Judaism
D. Theme Reference	Understanding Christianity	SCARE	Understanding Christianity	Understanding Christianity	SCARE	SCARE
E. Key Question	What is the Trinity?	What is the Christian experience at Church?	What kind of world did Jesus want?	Why do Christians call the day Jesus died "Good Friday"? Why do Christians remember the events of Holy week every year?	What can we learn about Judaism?	What are Jewish beliefs about G-d?
F. Resource Links	Understanding Christianity  Picturing Christianity- Image	Picturing Christianity Kings College Cambridge: The Carol Service. BBC	Understanding Christianity	Understanding Christianity	Picturing Christianity Image Eighteen Pope Francis at the Western Wall in	

	On The contests of the Leve	la considerati de Comercia		District Chairling's	11 204.4	1
	One The explosion of the love	broadcast the famous		Picturing Christianity	Jerusalem 2014	
	of God: stained glass window	Service from Kings College		Image Ten Easter		
	by Joseph Nuttgens	Chapel since 1928.		Prayers, New Dehli		
				Picturing Christianity		
				Image Thirteen Eucharist		
				for a Little Child		
G. Key Skills and	Learning about Religion	Learning about Religion	Learning about Religion	Learning from Religion	Learning about Religion	Learning about Religion
Understanding -	1a Describe the key aspects of	1b Identify the key	1h Describe and begin to	1c Describe the variety	1d Identify and begin to	1i Use specialist vocabulary
	religions, especially the	moments in the story of	understand religious and	of practices and ways of	describe the similarities and	in communicating their
Learning from and		-	<u> </u>	•		_
about religion	people, stories and traditions	Christianity in Cornwall	other responses to	life in religions and	difference within and	knowledge and
, and the second	that influence the beliefs and	and how that has shaped	ultimate and ethical	understand how these	between religions	understanding
	values of others	Cornwall in the present	questions	stem from, and are		J Use and interpret
	1g Describe how people seek	1e Investigate the		closely connected with,	Learning from Religion	information from religions
	to communicate with God and	significance of religion in	Learning from Religion	beliefs and teachings	2b Respond to the	from a range of sources
	how this informs the language	the local, national and	2e Reflect on ideas of right	1f Consider the range of	challenges of commitment	
	of prayer; and, how the seek	global communities	and wrong and their own	forms of religious	both in their own lives and	Learning from Religion
	to communicate their beliefs	giobai communices	and other's responses to	expression, understand	within religious traditions,	2a reflect on what it means
		Lagraina from Baliaian	them	why they are important		
	within and beyond their	Learning from Religion	tnem		recognising how	to belong to a faith
	communities	2b Reflect on the impact of		in religion and note links	commitment to a religion is	community, communicating
		living in Cornwall and how		between them	shown in different ways	their own and other's
	Learning from Religion	this place helps to form				responses
	2d Discuss their own and	their's and other' view of		Learning from Religion		
	others views of religious truth	the world and the place of		2f Reflect on sources of		
	and belief, expressing their	religion within it		inspiration in their own		
	own ideas	3 3 3		and others lives		
H. Key Skills and	Religions and Beliefs	Religions and Beliefs	Religions and Beliefs	Religions and Beliefs	Religions and Beliefs	Religions and Beliefs
-	3a Christianity	3a Christianity	3a Christianity	3a Christianity	3b Judaism	3b Judaism
Understanding -	3a Christianity	3a Christianity	3a Christianity	3a Christianity	3b Judaisiii	3b Judaisiii
Breath of Study	Th	Th	Therese	Thomas	Th	Thomas
	Themes	Themes	Themes	Themes	Themes	Themes
	c. beliefs and questions: how	i. religion and the	d. Teachings and authority:	c. beliefs and questions:	e. worship, pilgrimages and	g. symbols and religious
	peoples beliefs about the God,	individual: what is	what scared texts and	how peoples beliefs	scared places where, how	expression: how religious
	the world and others impact	expected of a person in	others sources say about	about the God, the	and why people worship,	and spiritual ideas are
	on their lives	following a religion or	God, the world and human	world and others impact	including at particular sites	expressed
	d. Teachings and authority:	belief	life	on their lives		h. inspirational people:
	what scared texts and others	j. religion , family and the	i. religion and the	e. worship, pilgrimages	Experiences and	figures from whom believers
	sources say about God, the	community: how religious	individual: what is	and scared places	Opportunities	find inspiration
	world and human life	families and communities	expected of a person in	where, how and why	I. encountering religions	
	f. the journey of life and	practise their faith and the	following a religion or	people worship,	through visitors and visits to	Experiences and
		•		• • •	_	•
	death: why some occasions	contributions this makes	belief	including at particular	places of worship, and	Opportunities
	are sacred to believers, and	to local life	k. beliefs in action in the	sites	focusing on the impact and	q. developing the use of ICT,
	what people think about life	k. beliefs in action in the	world how religions and	g. symbols and religious	reality of religion on the local	particularly in enhancing
	after death	world how religions and	beliefs respond to global	expression: how	and global community	pupils awareness of religions
	h. inspirational people: figures	beliefs respond to global	issues of human rights,	religious and spiritual	n. considering a range of	and beliefs globally
	from whom believers find	issues of human rights,	fairness, social justice and	ideas are expressed	human experiences and	·
						l .

	inspiration  Experiences and Opportunities m. discussing religious and philosophical questions., giving reasons for their own beliefs and those of others n. considering a range of human experience and feelings	fairness, social justice and the importance of the environment o. reflecting on their own and others insights into life and its origin, purpose and meaning  Experiences and Opportunities o. reflecting on their own and others insights into life and its origin, purpose and earning	the importance of the environment  Experiences and Opportunities p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT	j. religion , family and the community: how religious families and communities practise their faith and the contributions this makes to local life  Experiences and Opportunities p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT	feelings p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT	
I. Key Skills and Understanding – Key Content	- SCARE God The nature of God The three persons of the Trinity, expressed through symbols and language God as Father, Son and Holy Spirit The stories of Jesus as revealing the Trinity Jesus' command to baptise in the name of the father, and the Son and the Holy Sprit The Apostles Creed Description of God Evidence of God  -Christians believe God is the Trinity: Father, Son and Holy SpiritChristians believe that The Father creates; he sends the Sons who saves his people; the Son sends the Holy Spirit to his followers - Christians find that understanding Go is challenging, people spent their holy lives learning more	Jesus Jesus as a Historical Figure Key features of Jesus's Life -Focus on Baptism and Temptations Jesus in Christian Experience The Church Characteristics of the Church Beliefs about the Church How the church celebrates its identify -Confirmation -Ordination Worship -some prayers and their meanings, especially the Lord's Prayer The church's year How these events are celebrated in different parts of the world -how buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the	-Christians believe Jesus challenges everyone about how to live -Jesus shows love and forgiveness to unlikely people -Christians try to be like Jesus -Christians try to put his teachings and example in practice in lots of ways, from church worship to social justice  Digging Deeper - Christians believe Jesus changes people who pretend to be good and shows love and forgiveness to unlikely people	-Christians see Holy week as the culmination of Jesus' earthy life, leading to his death and resurrection -The various events of Holy week, such as the Last Supper, were important in showing the disciples what Jesus came on earth to do -Christians today trust that Jesus really did rise from the dead, and so is still alive today -Christians remember and celebrate Jesus' last week, death and resurrection  Digging Deeper As above.	Judaism: Family Life: - The variety of ways of being Jewish e.g. Orthodox, Ashkenazi, Progressive - The family home including Shabbat, Kashrut and life rituals Festivals and Celebrations: -the calendar -Harvest and Pilgrim festivals - Pesach - Shavuot - Sukkot -Worship and the community -mishkan -Jerusalem -the synagogue -the Magen David Diversity within the Jewish community	Judaism: G-d: - Jewish belief about G-d - G-d is one, good - G-d is the creator - G-d cares for all people Belief exemplified through: - The Shema - First four of the 10 commandments - Psalms and songs - Tenakh stories - Wearing of kippah and tallit Importance of repentance and forgiveness: - Rosh Hashanah - Yom Kippur - The Book of Life The value and expression of gratitude: - Blessing before and after meals - General blessings Torah: - the importance of the Torah - the Tenakh - stories - study of the Torah

	and more about God	community				
		community				
	-Christians really want to try	The history of the church				
	to understand God better and					
	so try to describe God using					
	symbols, similes and					
	metaphors, in story, poems					
	and arts, Christian worship					
	God as trinity. It is a huge idea					
	to grasp and Christian have					
	created art to help to express					
	this belief					
	-Christians believe the Holy					
	Spirit is God's power at work					
	in the world and in their lives					
	today enabling them to follow					
	Jesus					
	Digging Deeper					
	-Jesus, the Son of God, is seen					
	by Christians as revealing					
	what God the father is like					
J. Unit Outcomes	Identify the difference		1.Idenify this as part of the	1.Order Creation and		
	between a 'Gospel' which tells		'Gospel' which tells the			
1. Making sense of	•		•	Fall, Incarnation, Gospel		
the text	the story of life and teaching		story of the life and	ad Salvation within a		
2. Understanding the	of Jesus and a letter		teaching of Jesus	timeline of the Bibles'		
impact	1. Offer suggestions about		1.Make clear links	Big Story'		
	what texts about baptism and		between the calling of the	1.Offer suggestions for		
3. Making	Trinity might mean		first disciplines and how	what the texts about the		
Connections	1. Gives examples of what		Christians today try to	entry into Jerusalem,		
	these texts means to some		follow Jesus and be	and the death and		
	Christians today		'fishers of people'	resurrection of Jesus		
	2. Describe how Christians		Offer suggestions about	might mean		
	how their beliefs about God		what Jesus; actions	1. Give examples of		
	the Trinity in worship and in		towards the leper might	what the texts studies		
	the way they live		mean for Christians	means to some		
	3. Make links between some		2. Make simple links	Christians		
	Bible texts studies and the		between Bibles texts and	Make simple links		
				The state of the s		
	ideas of God in Christianity,		the concept of Gospel	between the Gospel		
	expressing clearly some ideas		(Good news)	texts and how Christians		
	of their own about what the		2. Gives examples of how	mark the Easter events		
	God of Christianity is like		Christianity to show love	in their Church		
			to all, including how	communities		
	Digging Deeper		members of the clergy	2. Describe how		
	1.Identify John 1 as part of a		follow Jesus teaching	Christians show their		
	'Gospel' noting some		3. Make links between	beliefs about Pam		
	differences between John and		Bible stories studies and	Sunday, Good Friday and		
				, ,	l	

	the other Gospels		the importance of live, and	Easter Sunday in		
	Offer suggestions from		life in the world today,	Worship		
	what texts about God might		expressing some ideas of	3. Make links between		
	mean		their own clearly	some of the stories and		
	Give examples of what the		Chem Own cicarry	teachings in the Bible		
	text studies mean to some		Digging Deeper	and life in the world		
	Christians		1.List two distinguishing	today, expressing some		
	2. Describe how Christians		features of a parable	ideas of their own		
	show their beliefs about God		1.Make clear links	clearly		
	the Trinity in the way they live		between the story of the	5.55,		
	3. Make links between some		Good Samaritan and the	Digging Deeper		
	of the texts and teachings		idea of the Gospel as Good	1.Offer suggestions		
	about God in the Bible and		news	about what the		
	what people believe about		1. Offer some ideas about	narrative of 'The Last		
	God in the world today,		the meaning of the Good	Supper; Judas betrayal		
!	expressing some ideas of their		Samaritan story to	and Peters denial might		
	own clearly		Christians	mean		
1	•		2. Make simple links	1. Give examples of		
			between the Good	what the texts studies		
			Samaritans tory and the	mean to some Christians		
			importance of charity in	2. Make clear links		
			Christian Life	between Gospel texts		
			2. Give some example of	and how Christians		
			how Christian act to show	remembers, celebrate		
			that they are following	and serve on Maundy		
			Jesus	Thursday, including Holy		
			3. Make links between se	Communion		
			of Jesus teachings about	2. Describe how		
			how to live, and life in the	Christians show their		
			world today, expressing	beliefs about Jesus in		
			some ideas of their own	everyday lives		
			clearly	3. Raise questions and		
				suggest answers about		
				how serving and		
				celebrating,		
				remembering and		
1				betrayal, trust and		
1				standing up for your		
				beliefs might make a		
				difference to how pupils		
				think and live		
K. Enrichment					Visit to Jewish Synagogue	
!					(Exeter). Comparison to (KS1	
					visit to Plymouth).	
L. Cross Curricular	History- Who are important	PSCHE- How is water	History- What kind of	Geography- Where did	History- Who were the	Geography- Where are there
1	figure heads in religions and		world did the Romans	Christian Bible stories	important influential figures	Jewish Synagogues in

Links	history?	communities?	want? How was	take place? Why are	in Roman times? Did they	England?
(Core non-negotiable	Computing- Research	Geography- How is water	Christianity important to	there certain places that	hold Christian values?	PSCHE- What are the
standards)	influential figureheads	formed?	the Romans?	are special to Christians?	PSCHE- Is it Christian to hold/	similarities and differences
		Geography- Will water last	Geography- Where was	History/ PSCHE- Why	take part in a war?	between how Jews follow
		forever?	the Roman empire in the	have some Christians		their religions and
			world?	have to move homes?		Christians?
M. Assessment	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the
Pathway	beginning of a unit)	beginning of a unit)	beginning of a unit)	beginning of a unit)	beginning of a unit)	beginning of a unit)
	On-going teacher assessment	On-going teacher	On-going teacher	On-going teacher	On-going teacher	On-going teacher
	of knowledge skills and	assessment of knowledge	assessment of knowledge	assessment of	assessment of knowledge	assessment of knowledge
	understanding	skills and	skills and	knowledge skills and	skills and	skills and
	Written Evidence	understanding	understanding	understanding	understanding	understanding
	Observational Notes	Written Evidence	Written Evidence	Written Evidence	Written Evidence	Written Evidence
	Self- Initiated Learning in	Observational Notes	Observational Notes	Observational Notes	Observational Notes	Observational Notes
	Classroom Provision	Self- Initiated Learning in	Self- Initiated Learning in			
	Floor books	Classroom Provision	Classroom Provision	Classroom Provision	Classroom Provision	Classroom Provision
	Multi Media evidence (2	Floor books	Floor books	Floor books	Floor books	Floor books
	simple/ other)	Multi Media evidence (2	Multi Media evidence (2			
	Outdoors/ Role Play	simple/ other)	simple/ other)	simple/ other)	simple/ other)	simple/ other)
	Participation in performances	Outdoors/ Role Play	Outdoors/ Role Play	Outdoors/ Role Play	Outdoors/ Role Play	Outdoors/ Role Play
	End of unit assessment	Participation in	Participation in	Participation in	Participation in	Participation in
		performances	performances	performances	performances	performances
		End of unit assessment	End of unit assessment			

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5 – Unit Title	Anglo Saxons	<u>Vikings</u>	Cornwall	Carbon Footprint	<u>Mayans</u>	<u>America</u>
A. Cornwall Agreed Syllabus 2014 Page Reference	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community,
C. Theme and Faith	People of God  Faith- Christianity	Curriculum Kernewek Cornwall as a place of spiritual inquiry Cornwall as a place of Christianity Faith- Christianity	Incarnation  Faith- Christianity	Salvation  Faith- Christianity	How do Hindus express their faith and what does it tell us about their values? Faith - Hindu	Why is pilgrimage important to Hindus? Faith - Hindu
D. Key Reference	Understanding Christianity	SCARE	Understanding Christianity	Understanding Christianity	SCARE	SCARE
E. Key Question	How can following God bring freedom and justice?	Why is Cornwall as place of Christianity? How is Truro Cathedral important to Christian Cornwall today?	Was Jesus the Messiah?	What did Jesus do to save human beings?	How do Hindus express their faith and what does it tell us about their values?	Why is pilgrimage important to Hindus?
F. Resource Links	Understanding Christianity		Understanding Christianity	Understanding Christianity		

	Picturing Christianity					
	Image Nineteen Pope Francis prays at the security wall, Israel/ Palestine					
G. Key Skills and Understanding - Learning from and about religion	Learning about Religion  1a Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others  1g Describe how people seek to communicate with God and how this informs the language of prayer; and, how the seek to communicate their beliefs within and beyond their communities  Learning from Religion  2d Discuss their own and others views of religious truth and belief, expressing their own ideas	Learning about Religion 1b Identify the key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present 1e Investigate the significance of religion in the local, national and global communities  Learning from Religion 2b Reflect on the impact of living in Cornwall and how this place helps to form their's and other' view of the world and the place of religion within it	1h Describe and begin to understand religious and other responses to ultimate and ethical questions  Learning from Religion 2e Reflect on ideas of right and wrong and their own and other's responses to them	1c Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings 1f Consider the range of forms of religious expression, understand why they are important in religion and note links between them  Learning from Religion 2f Reflect on sources of inspiration in their own and others lives	1d Identify and begin to describe the similarities and difference within and between religions  Learning from Religion 2b Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in different ways	1i Use specialist vocabulary in communicating their knowledge and understanding J Use and interpret information from religions from a range of sources  Learning from Religion 2a reflect on what it means to belong to a faith community, communicating their own and other's responses
H. Key Skills and Understanding -	Religions and Beliefs 3a Christianity	Religions and Beliefs 3a Christianity	Religions and Beliefs 3a Christianity	Religions and Beliefs 3a Christianity	Religions and Beliefs 3b Hinduism	Religions and Beliefs 3b Hinduism
Breath of Study	Themes c. beliefs and questions: how peoples beliefs about the God, the world and others impact on their lives d. Teachings and authority: what scared texts and others sources say about God, the world and human life f. the journey of life and death: why some occasions are sacred to believers, and what people think about life after death h. inspirational people: figures from whom believers find inspiration  Experiences and	Themes i. religion and the individual: what is expected of a person in following a religion or belief j. religion , family and the community: how religious families and communities practise their faith and the contributions this makes to local life k. beliefs in action in the world how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment	Themes d. Teachings and authority: what scared texts and others sources say about God, the world and human life i. religion and the individual: what is expected of a person in following a religion or belief k. beliefs in action in the world how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment	Themes c. beliefs and questions: how peoples beliefs about the God, the world and others impact on their lives e. worship, pilgrimages and scared places where, how and why people worship, including at particular sites g. symbols and religious expression: how religious and spiritual ideas are expressed j. religion , family and the community: how religious families and	Themes g. symbols and religious expression: how religious and spiritual ideas are expressed h. inspirational people: figures from whom believers find inspiration  Experiences and Opportunities q. developing the use of ICT, particularly in enhancing pupils awareness of religions and beliefs globally	Themes e. worship, pilgrimages and scared places where, how and why people worship, including at particular sites  Experiences and Opportunities I. encountering religions through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community n. considering a range of human experiences and feelings p. expressing and communicating their own

	Opportunities m. discussing religious and philosophical questions., giving reasons for their own beliefs and those of others n. considering a range of human experience and feelings	o. reflecting on their own and others insights into life and its origin, purpose and meaning  Experiences and Opportunities o. reflecting on their own and others insights into life and its origin, purpose and earning	Experiences and Opportunities p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT	communities practise their faith and the contributions this makes to local life  Experiences and Opportunities p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT		and others insights through art and design music, dance, drama and ICT
I. Key Skills and Understanding	Pipils will know that: -The Old Testament pieces together the story of the People of God -The story of Moses and the Exodus shows how God rescue his people from slavery in Egypt: Christians see this story as looking forward to Jesus' Death and resurrection also rescue people from slavery to sin -Christians apply this idea to living today by trying to serve God and to being freedom to others, caring for example, loving others caring for them, bring health, food, justice and telling the story of Jesus  Digging Deeper -Christians see the Christian church as the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.	Kernewek: Cornwall as a place of Christianity Revise Year 3 Coverage. The Prayer Book Rebellion of 1549 The coming of non- conformity, its diversity and the importance of John Wesley and Methodism in today's Cornwall Catholic Emancipation in the 19 <sup>th</sup> century and its effects in Cornwall The foundation of the Diocese of Truro an the importance of the Cathedral for many who live in Cornwall today The translation of the New testament into Cornish (Link to Church Key Stage Two Content- revision of Year 4 unit)	Pupils will know that: -Jesus was Jewish -Christians believe Jesus is God in the flesh -they believe that his birth, life, death and resurrection were part of a longer plan by God to restore relationship between humans and God -The Old Testament talks about a 'rescue' or 'anointed one' a messiah -Christian believe that Jesus fulfilled these expectations, and that he is the Messiah (Jewish people do not think Jesus is the Messiah) -Christians see Jews as their Saviour (salvation)  Digger Deeper -The old Testament pieces together the story of the People of God -The story of Moses and the exodus show how God rescued his people from slavery in Egypt -Christians apply this ideas to living today by trying to	Pupils will know that: -Christians read the Bible pointing out the need for God to save peopleThe Gospels give accounts of Jesus death and resurrection - The New Testament says that Jesus death was somehow for 'us' -Christians interpret this in different ways (a sacrifice for sin/ death and the devil) paying the punishment as a substitute for everyone's sins , rescuing the lost and leading them to God, leading rom darkness to light -Christians remember Jesus sacrifice through the service of Holy Communion Christian's believe that Jesus calls them to sacrifice their own ends to the needs to others and some are prepared to die for others and for their faith	Concepts, Truths and Values -God - Key Beliefs -Religious Symbols -Gurus and disciples Family. Community and Traditions -Hindu Traditions -The importance of the family -The journey of life	Worship -Puja at home and in the Mandir (temple) -Festivals/ the Hindu Calendar -The importance of pilgrimage (in India) -Stories associated with pilgrimages The development of holy places in Great Britain with a focus on visits to various Mandirs as centres of worship and learning Scriptures -Names and nature of the scares texts -Stories

		asmus Carl and to built		
		serve God and to bring	Dississ Danses	
		freedom to others	Digging Deeper	
		-Christians see the	-The New testament	
		Christians Church as part	says that Jesus death	
		of the ongoing story of the	was somehow for 'us'	
		People of God and try to		
		live in a way that attracts		
		others to God		
J. Unit Outcomes	1. Explain connections	1.Explain the place of	1. Outline the timeline	
<ol> <li>Making sense of</li> </ol>	between the story of Moses	incarnation and Messiah	of the 'bug story' of the	
the text	and the concepts of freedom	within the 'bid story' of	bible explain how	
2. Understanding the	and salvation, using	the Bible	incarnation and	
impact	theological terms	1.Idenify Gospel and	salvation fit within it	
3. Making	2.Make clear connections	prophecy texts, using	1.explain what	
	between Bible texts studies	technical terms	Christians mean when	
Connections	and what Christians believe	1. Explain connections	they say that Jesus	
	about being the People of God	between biblical texts,	death was a sacrifice,	
	and how they should behave	Incarnation and Messiah,	using theological terms	
	2.Expain ways in which some	using theological terms	1. Suggest meanings for	
	Christians put their beliefs	2. Show how Christians put	narratives of Jesus	
	into practice by trying to bring	their beliefs about Jesus's	death/ resurrection,	
	freedom to others	incarnation into practice in	comparing their ideas	
	3.Idenify ideas about freedom	different ways celebrating	with ways in which	
	and justice arising from their	Christmas	Christians interpret	
	study of Bible texts and	2.Comment in how the	these texts	
	comment on how far these	ideas that Jesus is the	2. Make clear	
	are helpful and inspiration,	Messiah makes sense in	connections between	
	justifying their responses	the wider story of the	the Christians belief in	
		Bible	Jesus's death as a	
	Digging Deeper	3.Weight up how far the	sacrifice and how	
	Explain connections between	ideas that Jesus is the	Christians celebrate Holy	
	biblical texts and the idea of	Messiah is important in	Communion/ Lord's	
	God's covenant with his	the world today and what	Supper	
	people, using theological	different it might makes in	2. Show how Christians	
	terms	people lives	put their belief's into	
	Identify example of Law texts		practice	
	and suggest how believers	Digging Deeper	3. Weigh up the value	
	might interpret them	2. Make clear connections	and impact of ideas of	
	Show how Christians put their	between the texts and	sacrifice in their own	
	beliefs about living as the	what Christians believe	lives and the world	
	People of God into practice in	about Jesus as a Messiah	today	
	different ways	2. Show how Christians		
	Weigh up how Christian ideas	express their beliefs about	Digging Deeper	
	about justice related to the	Jesus as Prince of Peace	1.Expalin connection	
	issues, problems and	and as one who	between Isaiah 53, John	
	opportunities of their own	transforms lives, through	19 and the key concepts	

	lives and the world today,		bringing peace and	of Messiah, Sacrifice and		
	developing insights of their		transformation in the	Salvation		
	own		world	2. Taking account of the		
	OWII		3. Weigh up how far the	context suggest		
			world needs a Messiah,	meanings for Isaiah 53		
				and John 19 and		
			expressing their own			
			insights	compare their ideas with		
				ways in which Christians interpret these texts as		
				showing the ideas of		
				Jesus as sacrifice		
				2. Make clear		
				connections between		
				the Christian concept of		
				the sacrifice of Jesus and		
				the idea of Salvation and		
				how Christians follow		
				Jesus example		
				3. Weigh up how far the		
				idea of sacrifice and the		
				example of Jesus are		
				inspiring in the world		
				today and in their own		
				thinking		
K. Enrichment		Visit to local Methodist				Visit to Hindu Temple
		Church. (Extension from				(Exeter).
		KS1 Building visit).				
L. Cross Curricular	PSCHE- What do the terms	Visit to Truro Cathedral.  Geography- Where are the	History- Who are the	Science- What is	History- How have different	PSCHE- What do we mean by
Links	freedom and justice mean? Do	special places in Cornwall?	influential figures in	important to look after	cultures expressed their faith	the word pilgrimage?
	you have to be Christians to		Cornwall?	our planet?	and belief?	History- Explore other
(Core non-negotiable standards)	support freedom and justice?	History- What rituals did	PSCHE- Do you have any	Geography- Where and	PSCHE- What do we mean by	groups of people that have
Standards)		the Viking have? What	influential figures in your	how can we look after	rituals?	made pilgrimages
		rituals do Christians have?	life? How do they shape	our planet?		
		PSCHE- What makes a	your life? What do we	PSCHE- Why do		
		place special?	mean by the term 'Hero'?	community groups work		
		process openion.		together for our planet?		
				Computing- Use media		
				to influence/ support a		
				community campaign		
M. Assessment	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the	Elicitation task (at the
Pathway	beginning of a unit)	beginning of a unit)	beginning of a unit)	beginning of a unit)	beginning of a unit)	beginning of a unit)
	On-going teacher assessment	On-going teacher	On-going teacher	On-going teacher	On-going teacher	On-going teacher
	of knowledge skills and	assessment of knowledge	assessment of knowledge	assessment of	assessment of knowledge	assessment of knowledge
	understanding	skills and	skills and	knowledge skills and	skills and	skills and

Written Evidence	understanding	understanding	understanding	understanding	understanding
Observational Notes	Written Evidence				
Self- Initiated Learning in	Observational Notes				
Classroom Provision	Self- Initiated Learning in				
Floor books	Classroom Provision				
Multi Media evidence (2	Floor books				
simple/ other)	Multi Media evidence (2				
Outdoors/ Role Play	simple/ other)				
Participation in performances	Outdoors/ Role Play				
End of unit assessment	Participation in				
	performances	performances	performances	performances	performances
	End of unit assessment				

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6 – Unit Title	<u>Battle of Britain</u>	Our Changing World	Through the Decades	Rivers and Mountains	Market Traders	Where in the World is London?
A. Cornwall Agreed Syllabus 2014 Page Reference	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45
B. Academy Aims Link  C. Theme and Faith	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity  The Bible and The Christian Way of Life	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity Why are the prophets of God important to	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity What more can we learn about the Muslim Faith?
	Hadamandia Chinina	CCARE	Understanding Christian	Hadamandia Chistia	Muslims?  Faith- Islam	Faith - Islam
D. Key Reference	Understanding Christianity	SCARE	Understanding Christianity	Understanding Christianity	Mile and the second of	NATIONAL CONTRACTOR OF THE CON
E. Key Question	Creation and Science: Conflicting or complementary?	How do Christians use the Bible as part of their way of life?	What would Jesus do?	What difference does the resurrection make for Christians?	Why are the prophets of God important to Muslims?	What more can we learn about the Muslim Faith?

F. Resource Links	Understanding Christianity	Picturing Christianity Image Seventeen Rev, Dr Martin Luther King preaching in Memphis, 1986  Picturing Christianity Image Twenty All Souls Day, Bangladesh Image Twenty One/ Two Christchurch Cathedral: after the earthquake Image Twenty Four Christ in Glory	Understanding Christianity  Picturing Christianity  Image Nine  Children's Prayer, Rwanda	Understanding Christianity  Picturing Christianity Image Twelve Bread and Wine on the Beach  Picturing Christianity Image Fourteen The crucifixion of the Lord in the Oberammergau passion play  Image Fifteen The night before the resurrection, Manila, The Philippines Image Sixteen Visiting the Garden Tomb in Jerusalem		
G. Key Skills and Understanding - Learning from and about religion	Learning about Religion 1a Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others 1g Describe how people seek to communicate with God and how this informs the language of prayer; and, how the seek to communicate their beliefs within and beyond their communities  Learning from Religion 2d Discuss their own and others views of religious truth and belief, expressing their own ideas	Learning about Religion 1b Identify the key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present 1e Investigate the significance of religion in the local, national and global communities  Learning from Religion 2b Reflect on the impact of living in Cornwall and how this place helps to form their's and other' view of the world and the place of religion within it	1h Describe and begin to understand religious and other responses to ultimate and ethical questions  Learning from Religion 2e Reflect on ideas of right and wrong and their own and other's responses to them	1c Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings 1f Consider the range of forms of religious expression, understand why they are important in religion and note links between them  Learning from Religion 2f Reflect on sources of inspiration in their own and others lives	1d Identify and begin to describe the similarities and difference within and between religions  Learning from Religion 2b Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in different ways	1i Use specialist vocabulary in communicating their knowledge and understanding J Use and interpret information from religions from a range of sources  Learning from Religion 2a reflect on what it means to belong to a faith community, communicating their own and other's responses
H. Key Skills and Understanding - Breath of Study	Religions and Beliefs 3a Christianity	Religions and Beliefs 3a Christianity	Religions and Beliefs 3a Christianity	Religions and Beliefs 3a Christianity	Religions and Beliefs 3b Islam	Religions and Beliefs 3b Islam
-	Themes c. beliefs and questions:	Themes i. religion and the	Themes d. Teachings and authority:	Themes c. beliefs and questions:	Themes g. symbols and religious	Themes e. worship, pilgrimages and

	how peoples beliefs about	individual: what is expected	what scared texts and	how peoples beliefs about	expression: how religious	scared places where, how
	the God, the world and	of a person in following a	others sources say about	the God, the world and	and spiritual ideas are	and why people worship,
	others impact on their lives	religion or belief	God, the world and human	others impact on their lives	expressed	including at particular sites
	d. Teachings and authority:	"	life	•	h. inspirational people:	including at particular sites
	what scared texts and	j. religion , family and the community: how religious	i. religion and the	e. worship, pilgrimages and scared places where, how	figures from whom	Experiences and
	others sources say about	families and communities	individual: what is expected	and why people worship,	believers find inspiration	Opportunities
	God, the world and human	practise their faith and the	of a person in following a	including at particular sites	believers find inspiration	I. encountering religions
	life	contributions this makes to	religion or belief	g. symbols and religious	Experiences and	through visitors and visits
	f. the journey of life and	local life	k. beliefs in action in the	0 ,	Opportunities	
	death: why some occasions	k. beliefs in action in the	world how religions and	expression: how religious and spiritual ideas are	q. developing the use of	to places of worship, and focusing on the impact and
	•		<u> </u>	•	ICT, particularly in	
	are sacred to believers, and	world how religions and	beliefs respond to global	expressed		reality of religion on the
	what people think about	beliefs respond to global	issues of human rights,	j. religion , family and the	enhancing pupils	local and global community
	life after death	issues of human rights,	fairness, social justice and	community: how religious	awareness of religions and	n. considering a range of
	h. inspirational people:	fairness, social justice and	the importance of the	families and communities	beliefs globally	human experiences and
	figures from whom	the importance of the	environment	practise their faith and the		feelings
	believers find inspiration	environment	F	contributions this makes to		p. expressing and
		o. reflecting on their own	Experiences and	local life		communicating their own
	Experiences and	and others insights into life	Opportunities			and others insights through
	Opportunities	and its origin, purpose and	p. expressing and	Experiences and		art and design music,
	m. discussing religious and	meaning	communicating their own	Opportunities		dance, drama and ICT
	philosophical questions.,		and others insights through	p. expressing and		
	giving reasons for their	Experiences and	art and design music,	communicating their own		
	own beliefs and those of	Opportunities	dance, drama and ICT	and others insights through		
	others	o. reflecting on their own		art and design music,		
	n. considering a range of	and others insights into life		dance, drama and ICT		
	human experience and	and its origin, purpose and				
	feelings	earning				
I. Key Skills and	Pupils will know that:	SCARE	Pupils will know that:	Pupils will know that:	Islam:	Islam:
Understanding- Key	-There is much debate and	The Bible	-The good news is not just	-Christian read the 'Big	Tawhid (oneness of Allah)	Ibadah (Worship and
Content	some controversy around	The nature of the Bible	about setting an example	Story' of the Bible as	- Allah's attributes revealed	Belief in practice)
Content	the relationships between	Versions of the bible in	for good behaviour and	pointing the need for God	in the Qur'an	- The five pillars of Islam
	the account of creation in	English	changing bad behaviour –	to save people.	- Signs of Allah's creation	(Shahadah, Salah, Sawn,
	Genesis and contemporary	The Bibles includes (Old	Jesus offers a way to heal	The gospels give accounts	through nature	Zakah, Hajj)
	scientific accounts	and New Testament), The	the damage done by	of Jesus death and	- Human beings as the best	Hajj: - The pilgrimage to
	-These debates and	Apocrypha (in some	human sin	resurrection	of Allah's creations	Makkah held every year
	controversies relate to the	traditions)	-Christians see that Jesus's	-Belief in Jesus resurrection	Allah's guidance through	and the obligation for a
	purpose and interpretation	Types of writing	teachings and example cut	confirms to Christians that	Messengers and Books	Muslim to go on Hajj once
	of the texts- e.g. does	Uses of the Bibles –	across expectations- (The	Jesus is the incarnate Son	Iman (the six articles of	in a lifetime if able
	reading Genesis as a poetic	personal, public and the	Sermon on the Mount)	of God, but also death is	Faith)	
	account conflict with	basis for art, songs and	-Christians believe that	not the end	- The unity of God	Akhlaq (Character and
	scientific accounts?	culture	they should bring this good	-The belief gives Christian	- The angels of God	moral conduct)
	-There are many scientists		news to life in the world in	hope for life with God,	- The books of God	Family Life
	throughout history and	The Christian Way of Life	different ways	starting now and	especially the Qur'an	- Life events such as the
	now who are Christians	God and humanity- beliefs	,	continuing in a new life	- The prophets of God	birth of a child, marriage
	-The discoveries of science	Beliefs, values and	Digging Deeper	(Heaven).	especially Muhammad	and death
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	make Christians wonder	experiences- the	-Jesus' good news		- The Day of Judgement	- Leadership roles of father
	even more about the	foundations of Christians	transforms lives now but	Digging Deeper	- The supremacy of Gods	and mother within the
	power and majesty of the	morality	also points towards a	As above.	will (pre-destination)	family
	Creator	Key Christian Values (fruit	restores transformed life in		Source of Islam	-Roles and responsibilities
		of the Spirit)	the future		-Qur'an	of all family members, the
	Digging Deeper	Personal and corporate			-Sunnah- the custom and	importance of looking after
	-There are many scientists	commitment and actions-			practice of the Prophet	orphans
	through history and now	Christian organisations			-Muhammad	- Features of living in a
	who are Christians	Significant Life events –			-Hadith-the record of the	Muslim family e.g. facilities
	-The discoveries of science	birth, marriage, death.			sayings and actions of the	for wudu, salah and dietary
	make Christian wonder	Attitudes to death, All			Prophet Muhammand	requirements
	even more about the	Souls Day			-Stories from Sunnah,	- The importance of
	power and majesty of the				Hadith and Sirah	cleanliness and patience
	Creator				Books of Guidance:	Social Life
	(Creation reveals				- The Qur'an as the final	- Role of the mosque as
	something about the				revelation and ultimate	social, religious,
	nature of God and remind				source of guidance	educational and welfare
	humans of their place as				- Muslims recognise other	centre
	dependent upon the				books of guidance from	- The three most important
	creator)				God e.g. Torah scrolls	mosques in the world for
	creatory				- How the Qur'an was	Muslims
					revealed	-Feeding the poor and
					Messengers of Allah:	needy
						,
					- The prophet Muhammad	-Meaning of Ummah in
					and his key role as the final	Islam
					prophet recipient of the	- People with responsibility
					final Divine revelation in	in the community e.g.
					the Arabic language	Ulama (scholars)
					-Other prophets associated	- Respect for teachers,
					with books of guidance e.g.	elders, the learned and the
					Ibrahim, Musa, Dawud and	wise
					Isa	
					Angels	
					-Created by Allah	
					-obedient to Allah e.g.	
					Jibriel	
					-will no fee will	
					Akhira:	
					- Belief in the hereafter	
J. Unit Outcomes	1. Outline the importance		1.Idenify features of Gospel	1.Outline the timeline of	Door in the hereafter	
	of Creation on the timeline		texts	the 'Big Story' of the Bible		
1. Making sense of the	of the 'big story' of the		Taking account of	explaining the place within		
text	Bible		context, suggesting	it of the ideas of		
2. Understanding the	Identify what types of		meanings of Gospel texts	incarnation and Salvation		
impact	text some Christian say		studies and compare their	Suggest meanings for		
	text some christian say	l	stadies and compare their	1. Juggest meanings for		

3. Making Connections Genesis 1 is and its purpose ideas with ways in which resurrection accounts and 1. Suggest what Genesis 1 Christian interpret biblical compare their ideas with might mean and compare texts, showing awareness way in which Christians their ideas with ways in of different interpretations interpret these texts. which Christian interpret it, 2. Make clear connections showing awareness of the showing awareness of between Gospel texts, centrality of the Christian belief in Resurrection different interpretations Jesus 'Good news' and how 2. Make clear connections Christian live in the 1. Explain connections between Genesis 1 and Christian community and in between Luke 24 ad the Christian belief about God their individual lives Christian concepts of as Creator 3. Relate biblical ideas. Sacrifice, Resurrection, 2. Show understanding of teachings or beliefs to the Salvation, Incarnation and why many Christians find issues, problems and Hope using theological idea science and faith go opportunities of their own 2. Make clear connections together lives and the life of their between Christian belief in 3. Identify key ideas arising own community in the the resurrection and how from their study of Genesis world today, offering Christians worship on Good 1 creation narrative is in insights of their own Friday and Easter Sunday conflict, or is 2. Show how Christians put complementary, with their beliefs into practice in **Digging Deeper** scientific account 3. Relate Gospel ideas, different ways teachings or beliefs to the 3. Explain why some people **Digging Deeper** issues, problems and find belief in the 1. Identify the type of text opportunities of their own resurrection makes sense lives and the life of their Psalm 8 is and its purpose and inspires them 1. Explain why Psalm 8 has own community in the 3. Offer and justify their to say about the idea of world today, offering own responses as to what God as Creator and the insights of their own difference belief in place of humans in creation Resurrection might make 2. Make clear connections to how people respond to challenges and problems in between Psalm 8 and some ways Christians respond to the world today God as creator 2. Show understanding of **Digging Deeper** why some Christians find 1.Explain connections science and faith between biblical texts used compatible at funerals and he core 3. Respond to the ideas that concepts of Gospel, humans have great Salvation and Hop using responsibility for the Earth Theological terms 1. Taking account of the 3. Weigh up how well humans are responding to contexts, suggest meaning this responsibility, taking for the selected texts and into account religious and compare their seas with non-religious viewpoints ways in which Christian

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interpret these test,

K. Enrichments				showing awareness of how these are used at funerals 2. Make clear connections between the Christian concept of resurrection and what Christian believe about hope and life after death, and how they show this in their church communities 2. Show how Christian belief in resurrection and life after death make a difference in their lives 3. Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own		Visit to a Mosque. (Exeter/
L. Cross Curricular Links (Core non-negotiable standards)	PSCHE- Is democracy important? Conflicts/ dilemma – Values/ Conflict History- What have different countries/ religions engage in war?	Science- How is our planet changing? History- What is important to remain about the past? PSCHE- Is there any important to refer to for a good life? Well run school or community group?	History- What can we learn from the past? PSCHE- Are there influential figures that have influenced your behaviour or the behaviour of others?	PSCHE- What important rituals are there for different religions and cultures?	History- Are there influential figures that we can learn from because of their mistakes? PSCHE- How and why are religions different o each other? Why do people follow different religions?	London).  History- What was can learn from mistakes in the past history of England and the world?  PSCHE- What different religions and cultures can be found in England? What do we mean by British Values?
M. Assessment Pathway	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2

	simple/ other)	simple/ other)	simple/ other)	simple/ other)	simple/ other)	simple/ other)
	Outdoors/ Role Play	Outdoors/ Role Play	Outdoors/ Role Play	Outdoors/ Role Play	Outdoors/ Role Play	Outdoors/ Role Play
	Participation in	Participation in	Participation in	Participation in	Participation in	Participation in
	performances	performances	performances	performances	performances	performances
	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment
RE Council of England	Knowledge and understanding of Christianity		Expression and communication of ideas		Gaining and deploying the skills of religious study	
2013						
Outcomes for 11						
	-Make connections between different features of Christian		-Explain with reasons some meanings of Christians stories,		- Present ideas and views about Christians thoughtfully	
	story, belief and practice -Respond thoughtfully with their own ideas to Bible teaching and stories		symbols, rituals and practices -Suggest reasons for commitment: why are Christians committed to their faith? What about their own		and in different creative ways -Consider how Christians should live with others how are different	
	-Describe and understand a range of Christian beliefs and		commitments? –Consider how to describe the Christian		-Discuss and apply ideas about Christians values such as	
	practices		religion referring to beliefs, practice, community and		forgiveness, live, sacrifice or spirituality	
			commitment, relating to their own beliefs and ideas			