



An Daras Multi Academy Trust  
Windmill Hill Academy, Launceston  
**KS 1**

Integrated Curriculum Scheme of Work - 2014	
Domain of Learning:	<i>RE</i>
National Curriculum Subjects:	<i>RE</i>
Domain Leader:	<i>Mrs Rutherford</i>
Agreed and Approved:	
Leader In Year Review Dates:	
Related Documents and Guidance:	National Curriculum 14 Dimensions Skill Ladders 14 RE Policy 15 RE Curriculum Statement 15

**Curriculum Statement**

At Windmill Hill Academy, we believe that Religious Education (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 school follows the Cornwall Agreed Syllabus for Religious Education. 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 under titles such as Believing, Belonging and Stories. In this way, they are able to use themselves and their own thoughts/experiences as a starting point, branching out to learn of 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 children investigate and consider the impact of religion and belief locally, 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, Hinduism, Judaism and Islam, 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.
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Cycle A	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<b>Believing</b> <b>Who are special to us?</b>  <i>Faith – Christianity/Judaism</i>	<b>Believing</b> <b>What do people believe about God, humanity and the natural world?</b>  <i>Faith- Christianity/Judaism</i>	<b>Belonging</b> <b>What makes places special?</b>  <i>Faith – Christianity/Judaism</i>	<b>Belonging</b> <b>What makes a place like a church special?</b>  <b>Why is Cornwall Special?</b> <i>Faith - Christianity</i>	<b>Stories</b> <b>Why is the Bible special?</b> <b>Understanding the importance of the Bible.</b> <i>Faith - Christianity</i>	<b>Stories</b> <b>Understanding the importance of the Bible.</b>  <i>Faith - Christianity</i>
<b>A. Agreed Syllabus 2014 Page Reference</b>	P27-30 P32 - Judaism	P27-30 P32 - Judaism	P27-30 P32 - Judaism	P27-30 P32 - Judaism	P27-30 P32 - Judaism	P27-30 P32 - Judaism
<b>B. Academy Aims Link</b>	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of the children					
<b>C. School Aims Link</b>	Ensure children recognise cultural diversity and have respect of all faiths, beliefs and religions. Actively promote children's voice, value and listen to their thoughts, ideas and opinions so our school environment reflects their ideas. Promote children's emotional, social and healthy well-being and give them the skills to build a positive lifestyle in the future. Ensure children have a full awareness and understanding of their community so they develop respect for other people, customs and beliefs in the wider world.					
<b>D. Knowledge, Skills and Understanding</b>	<b>Learning about Religion:</b> 1e Pupils explore how religious beliefs and ideas can be expressed through the arts and communicate their responses  <b>Learning from Religion:</b> 2a Pupils reflect on and consider religious and spiritual feelings, experiences and	<b>Learning about Religion:</b> 1e Pupils explore how religious beliefs and ideas can be expressed through the arts and communicate their responses  <b>Learning from Religion:</b> 2a Pupils reflect on and consider religious and spiritual feelings, experiences and	<b>Learning about Religion:</b> 1b Pupils explore how faith communities make a difference to communities in Cornwall  <b>Learning from Religion:</b> 2b Pupils reflect on how living in Cornwall is shaped by its religious traditions from the	<b>Learning about Religion:</b> 1b Pupils explore how faith communities make a difference to communities in Cornwall  <b>Learning from Religion:</b> 2b Pupils reflect on how living in Cornwall is shaped by its religious traditions from the	<b>Learning about Religion:</b> 1a Pupils explore a range of religious stories and sacred writings and talk about their meanings  <b>Learning from Religion:</b> 2f Pupils recognise how religious teachings and	<b>Learning about Religion:</b> 1a Pupils explore a range of religious stories and sacred writings and talk about their meanings  <b>Learning from Religion:</b> 2f Pupils recognise how religious teachings and ideas make a difference

	<p>concepts such as worship, wonder, praise, thanks, concern, joy and sadness</p> <p>2c Pupils ask and respond imaginatively to puzzling questions, communicating their ideas</p>	<p>concepts such as worship, wonder, praise, thanks, concern, joy and sadness</p> <p>2c Pupils ask and respond imaginatively to puzzling questions, communicating their ideas</p>	<p>earliest times</p> <p>2f Pupils recognise how religious teachings and ideas make a difference to individuals, families and the local community</p>	<p>earliest times</p> <p>2f Pupils recognise how religious teachings and ideas make a difference to individuals, families and the local community</p>	<p>ideas make a difference to individuals, families and the local community</p>	<p>to individuals, families and the local community</p>
<b>E. Breadth of Study</b>	<p><b>Religion:</b> Christianity/Judaism <b>Themes:</b> 3a Christianity 3b A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3c believing: what people believe about God, humanity and the natural world</p> <p><b>Experiences and Opportunities</b> 3l using their senses and having quite time of reflection  3m using art and design, music, dance and draw to develop their creative talents and imagination</p>	<p><b>Religion:</b> Christianity/Judaism <b>Themes:</b> 3a Christianity 3b A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3c believing: what people believe about God, humanity and the natural world</p> <p><b>Experiences and Opportunities</b> 3l using their senses and having quite time of reflection  3m using art and design, music, dance and draw to develop their creative talents and imagination</p>	<p><b>Religion:</b> Christianity/Judaism <b>Themes:</b> 3a Christianity 3b A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3h belonging: where and how people belong and why belonging is important</p> <p><b>Experiences and Opportunities</b>  3o beginning to use ICT to explore religions and beliefs as practised in the local and wider community</p>	<p><b>Religion</b> Christianity <b>Themes :</b> 3a Christianity 3b A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3h belonging: where and how people belong and why belonging is important</p> <p><b>Experiences and Opportunities</b>  3o beginning to use ICT to explore religions and beliefs as practised in the local and wider community</p>	<p><b>Religion:</b> Christianity <b>Themes:</b> 3a Christianity 3b A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3d story: how and why some stories are sacred and important in religion</p> <p><b>Experiences and Opportunities:</b></p>	<p><b>Religion:</b> Christianity <b>Themes:</b> 3a Christianity 3b A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3d story: how and why some stories are sacred and important in religion</p> <p><b>Experiences and Opportunities:</b></p>
<b>F. Faith and Belief Specific Content</b>	<p><b>Kernewek N/A Christianity/Judaism</b> God Judaism G-d The Church Worship The Christian way of life – God and humanity –</p>	<p><b>Kernewek: N/A Christianity/Judaism</b> God Judaism G-d The Church Worship The Christian way of life – God and humanity –</p>	<p><b>Kernewek</b> Local stories and places of importance near the school No Religious Tradition-Philosophical Ideas Humans can work out</p>	<p><b>Kernewek</b> Local stories and places of importance near the school No Religious Tradition-Philosophical Ideas Humans can work out</p>	<p><b>Kernewek:</b> Pupils may be able to share the stories that they already know and will be introduced to new places and ideas through local stories.</p>	<p><b>Kernewek:</b> Pupils may be able to share the stories that they already know and will be introduced to new places and ideas through local stories.</p>

	<p>Beliefs, values and experiences Non-Religious Tradition - Philosophical Ideas Humans can work out for themselves what is good and bad and sometimes make laws to make good societies</p> <p>Humans are responsible for what they do and we should always try to make sure that what we do causes no harm to others and the environment Human beings need to work together to make a better world event though they have different beliefs and cultures</p>	<p>Beliefs, values and experiences Non-Religious Tradition - Philosophical Ideas Humans can work out for themselves what is good and bad and sometimes make laws to make good societies</p> <p>Humans are responsible for what they do and we should always try to make sure that what we do causes no harm to others and the environment Human beings need to work together to make a better world event though they have different beliefs and cultures</p>	<p>for themselves what is good and bad and sometimes make laws to make good societies Humans are responsible for what they do and we should always try to make sure that what we do causes no harm to others and the environment Human beings need to work together to make a better world event though they have different beliefs and cultures</p> <p><b>Christianity/Judaism</b> The Church The characteristics of the Church Church Structures and organisation- things found in my local churches Judaism- Family Life Israel</p>	<p>for themselves what is good and bad and sometimes make laws to make good societies Humans are responsible for what they do and we should always try to make sure that what we do causes no harm to others and the environment Human beings need to work together to make a better world event though they have different beliefs and cultures</p> <p><b>Christianity/Judaism</b> The Church The characteristics of the Church Church Structures and organisation- things found in my local churches Judaism- Family Life Israel</p>	<p><b>Christianity/Judaism</b> The bible The nature of the bible Types of writing Use of the bible Judaism-Torah Stories- The Creation/ The Patriarches, Matriarchs and Joseph/ Moses and Miriam</p>	<p><b>Christianity/Judaism</b> The bible The nature of the bible Types of writing Use of the bible Judaism-Torah Stories- The Creation/ The Patriarches, Matriarchs and Joseph/ Moses and Miriam</p>
<b>Cycle B</b>	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p><b>Myself</b> What makes me special? Why is this person special? Faith – Christianity/Judaism</p>	<p><b>Myself</b> How beliefs about a person can transform how people think about themselves. Jesus as special for Christmas. Faith - Christianity</p>	<p><b>Symbols and celebrations</b> How and why symbols express religious meanings?</p>	<p><b>Symbols and celebration</b> How and why celebrations are important in religion?</p>	.	<p><b>Leaders and teachers</b> How Christians and/or Jews celebrate the world as God's Gift?</p> <p>Faith – Christianity/ Judaism</p>

			<i>Faith – Christianity/ Judaism</i>	<i>Faith – Christianity/ Judaism</i>		
<b>A. Agreed Syllabus 2014 Page Reference</b>	<b>P27-30 P32 - Judaism</b>	<b>P27-30 P32 - Judaism</b>	<b>P27-30 P32 - Judaism</b>	<b>P27-30 P32 - Judaism</b>	<b>P27-30 P32 - Judaism</b>	<b>P27-30 P32 - Judaism</b>
<b>B. School Aims Link</b>						
<b>C. Knowledge, Skills and Understanding</b>	<b>Learning about Religion:</b>  1d identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives <b>Learning from Religion:</b> 2d Pupils identify what matters to them and others, including those with religious commitments , and communicate their responses  2e Pupils reflect on how spiritual and moral values relate to their own behaviour	<b>Learning about Religion:</b>  1d identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives <b>Learning from Religion:</b> 2d Pupils identify what matters to them and others, including those with religious commitments , and communicate their responses  2e Pupils reflect on how spiritual and moral values relate to their own behaviour	<b>Learning about Religion:</b>  1c Pupils name and explore a range of celebration, worship and rituals , noting similarities where appropriate  1g Pupils identify and suggest meanings for religious symbols and begin to use a range of religious words  <b>Learning from Religion:</b>	<b>Learning about Religion:</b>  1c Pupils name and explore a range of celebration, worship and rituals , noting similarities where appropriate  1g Pupils identify and suggest meanings for religious symbols and begin to use a range of religious words  <b>Learning from Religion:</b>	<b>Learning about Religion:</b>  1d Pupils identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives  1f Pupils explore how religious believers communicate with God, each other and people outside their community  <b>Learning from Religion:</b>	<b>Learning about Religion:</b>  1d Pupils identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives  1f Pupils explore how religious believers communicate with God, each other and people outside their community  <b>Learning from Religion:</b>
<b>D. Breadth of Study</b>	<b>Religion: Christianity Themes</b> 3a Christianity 3b. A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3i myself: who I am and my uniqueness as a person in a family and community  <b>Experiences and</b>	<b>Religion: Christianity Themes:</b> 3a Christianity 3b. A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3i myself: who I am and my uniqueness as a person in a family and community  <b>Experiences and</b>	<b>Religion:</b> Judaism/Christianity <b>Themes:</b> 3a Christianity 3b. A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3e celebrations: how and why celebrations are important in religion 3f symbols: how and	<b>Religion:</b> Judaism/ Christianity <b>Themes:</b> 3a Christianity 3b. A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3e celebrations: how and why celebrations are important in religion 3f symbols: how and	<b>Religion:</b> Judaism/ Christianity <b>Themes:</b> 3a Christianity 3b. A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3g leaders and teachers: figures who have an influence on others locally, nationally and globally in religion	<b>Religion:</b> Judaism/ Christianity <b>Themes:</b> 3a Christianity 3b. A religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism 3g leaders and teachers: figures who have an influence on others locally, nationally and globally in religion

	<b>Opportunities:</b> 3n sharing their own beliefs, ideas and values and talking about their feelings and experiences	<b>Opportunities</b> 3n sharing their own beliefs, ideas and values and talking about their feelings and experiences	why symbols express religious meaning  <b>Experiences and Opportunities</b> 3j visiting places of worship and focusing on symbols and feelings	why symbols express religious meaning  <b>Experiences and Opportunities</b> 3j visiting places of worship and focusing on symbols and feelings	<b>Experiences and Opportunities:</b> 3k listening and responding to visitors from local faith communities	<b>Experiences and Opportunities:</b> 3k listening and responding to visitors from local faith communities
<b>E. Faith and Belief Specific Content</b>	<p><b>Kernewek:</b> Paces of importance near the school. No Religious Tradition- Philosophical Ideas. Humans can work out for themselves what is good and bad and sometimes make laws to make good societies Humans are responsible for what they do and we should always try to make sure that what we do causes no harm to others and the environment Human beings need to work together to make a better world event though they have different beliefs and cultures</p> <p><b>Christianity/Judaism</b> The Christian way of life- Personal and community action Belief, values and experiences Judaism- Family Life</p>	<p><b>Kernewek:</b> Paces of importance near the school. No Religious Tradition- Philosophical Ideas. Humans can work out for themselves what is good and bad and sometimes make laws to make good societies Humans are responsible for what they do and we should always try to make sure that what we do causes no harm to others and the environment Human beings need to work together to make a better world event though they have different beliefs and cultures</p> <p><b>Christianity/Judaism</b> The Christian way of life- Personal and community action Belief, values and experiences Judaism- Family Life</p>	<p><b>Kernewek:</b>  Pupils can consider why the symbol of the cross was widely used and the purpose of the stone cross in the landscape. Celtic Crosses Standing Stones</p> <p><b>Christianity/Judasim</b> Church Structures and organisation- symbols in churches Judaism Symbols No Religious Tradition- Humanism The Happy Human Symbol symbolising that all human beings have the right to be happy</p>	<p><b>Kernewek:</b>  Special Festivals</p> <p><b>Christianity/Judasim</b> How and why celebrations are important in religion The Church's Year Judaism celebrations/ festivals No Religious Tradition- life practices people can celebrate both, marriage and death without reference to religion</p>	<p><b>Kernewek:</b>  Pupils can consider what makes the Cornish Saints special and why these people are remembered today. Special people, such as, St Petroc, St Piran and the Cornish Saints</p> <p><b>Christianity/Judasim</b> God Description of God Evidence of God Jesus as a Historical Figure Key features of Jesus life Jesus in Christian experience Church Structures and organisation- people who have a special role in the church Judaism G-d Jewish belief about G-d</p>	<p><b>Kernewek:</b> N/A</p> <p><b>Christianity/Judasim</b> God Description of God Evidence of God Jesus as a Historical Figure Key features of Jesus life Jesus in Christian experience Church Structures and organisation- people who have a special role in the church Judaism G-d Jewish belief about G-d</p>
<b>KS1</b> = 1hr per week or 36 hrs per year	<b>Faith and Belief Curriculum</b> 60% Christian religion focus 40% World religion focus		<b>Chosen religion</b> <b>Judaism</b>			