



An Daras Multi Academy Trust
Windmill Hill Academy, Launceston
KS 2

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

Windmill Hill Academy

Religious Education Scheme of Work – 2014

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

	<p>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.</p>
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3	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	What makes me special? <i>Faith - Christianity</i>	Why is Cornwall special to me? <i>Faith -Christianity</i>	The lives and teachings of the 10 Gurus <i>Faith - Sikhism</i>	The importance of the Gurdwara for Sikhs in Britain <i>Faith - Sikhism</i>	What can Christians learn from the Saints? <i>Faith - Christianity</i>	When was Truro Cathedral founded and what is its importance for many in Cornwall today? <i>Faith - Christianity</i>
A. Agreed Syllabus 2014 Page Reference	P3	P38	P44-45	P44-45	P38	P38
B. Academy Aims Link	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					
C. School Aims Link	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.					
D. Knowledge, Skills and Understanding	Learning about Religion: 1a. describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. 1h. Describe and begin to understand religious and other responses to ultimate and ethical questions Learning from Religion: 2c. respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. 2e. reflect on ideas of right and wrong and their own and others' responses to them.	Learning about Religion 1b identify 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: 2a. reflect on what it means to belong to a faith community, communicating their own and others' Responses 2b. reflect on the impact of living in Cornwall and how this place helps to form theirs' and others' view of the world and the place of religion within it	Learning about Religion: 1h describe and begin to understand religious and other responses to ultimate and ethical issues. 1i use specialist vocabulary in communicating their knowledge and understanding earning from Religion: 2d. discuss their own and others' views of religious truth and belief, expressing their own ideas 2f reflect on sources of inspiration in their own and other peoples' lives	Learning about Religion: 1d identify and begin to describe the similarities and differences within and between religions 1g. describe how people seek to communicate with God and how this informs the language of prayer; and, how they seek to communicate their beliefs within and beyond their communities 1i use specialist vocabulary in communicating their knowledge and understanding Learning from Religion: 2f reflect on sources of inspiration in their own and others' lives	Learning about Religion 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: Learning from Religion: 2c respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways	Learning about Religion: 1h Describe and begin to understand religious and other responses to ultimate and ethical questions Learning from Religion: 2d Discuss their own and others views of religious truth and belief , expressing their own ideas
E. Breadth of Study	Religion: Christianity Themes: 3h. inspirational people:	Religion: Christianity Themes: Experiences and Opportunities	Religion: Sikhism Themes: 3h Inspirational people: figures from	Religion: Sikhism Themes: 3f. the journey of life and	Religion: Christianity Themes: 3h inspirational people: figures from	Religion: Christianity Themes: 3k Beliefs in action in the world:

	<p>figures from whom believers find inspiration. Experiences and Opportunities 3n. considering a range of human experiences and feelings. 3p. expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT</p>	<p>3g. symbols and religious expression: how religious and spiritual ideas are expressed 3l. encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community 3o. reflecting on their own and others' insights into life and its origin, purpose and meaning 3p. expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT</p>	<p>whom believers find inspiration Experiences and Opportunities: 3n Considering a range of human experiences and feelings 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally</p>	<p>death: why some occasions are sacred to believers, and what people think about life after death 3k 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 3n considering a range of human experiences and feelings</p>	<p>whom believers find inspiration Experiences and Opportunities: 3n considering a range of human experiences and feelings</p>	<p>how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment Experiences and Opportunities: 3n Considering a range of human experiences and feelings</p>
F. Faith and Belief Specific Content	<p>Kernewek: N/A Christianity -Personal and corporate commitment and action -Know how Christians believe that everyone is important and of equal value. - Know that Christians follow the example and teaching of Jesus, especially on love and forgiveness. - Know how Christians believe in the importance of family and being part of God's family, The Church. - Know that Christians refer to God as Father</p>	<p>Kernewek: Cornwall as a place of Spiritual inquiry - Explore the diverse strands of non-conformism and explore their effects on Cornish life in the past and consider their continuing relevance today. - Why do people feel attracted to Cornwall as a centre of spirituality and spiritual experience Christianity - Consider the meaning of the term Church as a community of believers and the name given to a variety of buildings where Christians usually meet. - Know what worship includes and that it matters to Christian believers and can be expressed through words, music, ritual, symbols, architecture and art. - Know about church buildings; the contents</p>	<p>Kernewek: N/A Sikhism The Ten Gurus - The role of the ten Gurus as spiritual leaders of the Sikhs and how their teachings influence the daily lives of Sikhs. How the stories of and about the Ten Gurus have influenced Sikh beliefs, moral choices and decision making. - That Sikhs see the Gurus as ten individuals but as the same Guru who has come to tell people how they should live in relation to God and other humans. - Guru Granth Sahib -Holy days; Birthday of Guru Nanak - Beliefs – One God - Values</p>	<p>Kernewek: N/A Sikhism The Gurdwara - is more than a religious building. It is a place where the Sikh community meets, eats and learns together. - the 'house of the Guru' and contains the Guru Granth Sahib which is in effect the 'acting Guru' and source of Sikh teaching along with the Khalsa. -provides the opportunity to observe not only the many Sikh religious symbols, but also the rituals for worship that tell us so much about Sikh beliefs. -Symbols; 5 K's</p>	<p>Kernewek: Cornwall as a place of Spiritual inquiry - Who brought Christianity to Cornwall? Christianity: - saints and 'making' someone a saint. - why some churches celebrate saint's days and why, in some traditions, Christians pray to saints. - The role of Saints as missionaries: the Celtic Missionaries and St. Boniface.</p>	<p>Kernewek: The foundation of the Diocese of Truro and the importance of the Cathedral for many who live in Cornwall today.</p>

		and symbols found there and the people who have a special role in the Church and how these reflect the Christian faith.				
4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	What is the Bible and how is it used? <i>Faith - Christianity</i>	How are Christian festivals celebrated around the world? <i>Faith - Christianity</i>	Why are Jesus' parables important to Christians? <i>Faith - Christianity</i>	What can we learn about Judaism? <i>Faith - Judaism</i>	What are Jewish beliefs about G-d? <i>Faith - Judaism</i>	Why do some Christians go on a pilgrimage? <i>Faith - Christianity</i>
A. Agreed Syllabus 2014 Page Reference	P36	P36	P36	P36-43	P36-43	P36
B. Academy Aims Link	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					
C. School Aims Link	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.					
D. Knowledge, Skills and Understanding	Learning about Religion: 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 Learning from Religion: 2d. discuss their own and others' views of religious truth and belief, expressing their own ideas 2f reflect on sources of inspiration in their own and others' lives.	Learning about Religion: 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. 1e. investigate the significance of religion in the local, national and global communities Learning from Religion: 2d discuss their own and others' views of religious truth and belief, expressing their own ideas.	Learning about Religion: 1a describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others Learning from Religion: 2d discuss their own and others' views of religious truth and belief, expressing their own ideas	Learning about Religion: 1f Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them Learning from Religion: 2c Respond to the challenges of commitment both in their own lives and within religious traditions recognising how commitment to a religion is shown in a variety of way	Learning about Religion: 1j Use and interpret information about religions from a range of sources Learning from Religion: 2d Discuss their own and others views of religious truth and belief , expressing their own ideas	Learning about Religion: 1c describe the variety of practices and ways of life in religion and understand how these stem from, and are closely connected with, beliefs and teachings Learning from Religion: 2c respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to religion is shown in a variety of ways
E. Breadth of Study	Religion: Christianity Themes: 3c. beliefs and questions: how people's beliefs about God, the world and others impact on their lives 3d teachings and authority: what sacred	Religion: Christianity Themes: 3g symbols and religious expression: how religious and spiritual ideas are expressed: Experiences and Opportunities 3q developing the use of	Religion: Christianity Themes: 3c beliefs and questions: how peoples' beliefs about God, the world and others impact on their lives Experiences and	Religion: Judaism Themes: 3j Religion, family and community: how religious families and communities practice their faith and contributions this makes to local life	Religion: Judaism Themes: 3j Religion, family and community: how religious families and communities practice their faith and contributions this makes to local life	Religion: Christianity Themes: 3e worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites Experiences and

	<p>texts and other sources say about God, the world and human life</p> <p>3i religion and the individual: what is expected of a person in following a religion or belief</p> <p>3j religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life</p> <p>Experiences and Opportunities:3l: Encountering religion through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global community</p>	<p>ICT, particularly enhancing pupils' awareness of religions and beliefs globally.</p>	<p>Opportunities 3o reflecting on their own and others' insights into life and its origin, purpose and meaning</p>	<p>Experiences and Opportunities: 3l: Encountering religion through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global community</p> <p>3p. expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT</p>	<p>3m. discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p> <p>Experiences and Opportunities: 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally</p>	<p>Opportunities: 3n considering a range of human experiences and feelings</p>
F. Faith and Belief Specific Content	<p>Kernewek: Cornwall as a place of Christianity: The Prayer Book Rebellion of 1549</p> <p>Christianity:</p> <ul style="list-style-type: none"> - The origins and development of the Bible and its continuing popularity today - The importance of the translation of the Bible for everyone to read for themselves - It's continued popularity today across the world - The Bible as "The Word of God" - Evaluate the usefulness of the Bible to the Christian community - stories from the four Gospels 	<p>Kernewek: N/A Christianity:</p> <ul style="list-style-type: none"> - The origins and meaning of Christmas for many Christians in the country. - Exploring how Christmas is different in different parts of the world, focussing on the difference between northern and southern hemispheres and East and West, including St Lucy's Day and St Nicholas's Day and the Epiphany/Theophany. - 	<p>Kernewek: N/A Christianity:</p> <ul style="list-style-type: none"> - Stories that work on at least two levels – 'an earthly story with a heavenly meaning.' - God is a 'Heavenly father' – to be loved and trusted, but he also has high expectations with uncompromising moral and spiritual demands - Teaching of the Kingdom of God in parables and miracles 	<p>Kernewek: N/A Judaism: Family Life:</p> <ul style="list-style-type: none"> - The variety of ways of being Jewish e.g. Orthodox, Ashkenazi, Progressive - The family home including Shabbat, Kashrut and life rituals <p>Festivals and Celebrations:</p> <ul style="list-style-type: none"> - Pesach - Shavuot - Sukkot <p>Torah:</p> <ul style="list-style-type: none"> -the importance of the Torah - the Tenakh 	<p>Kernewek: N/A Judaism: G-d:</p> <ul style="list-style-type: none"> - Jewish belief about G-d - G-d is one, good - G-d is the creator - G-d cares for all people <p>Belief exemplified through:</p> <ul style="list-style-type: none"> - The Shema - First four of the 10 commandments - Psalms and songs - Tenakh stories - Wearing of kippah and tallit <p>Importance of repentance and forgiveness:</p> <ul style="list-style-type: none"> - Rosh Hashanah - Yom Kippur - The Book of Life <p>The value and expression of gratitude:</p> <ul style="list-style-type: none"> - Blessing before and after meals - General blessings 	<p>Kernewek: Spritual Cornwall: Spritual inquiry and experiences - explore why some people feel that their spirituality or faith is supported by being in Cornwall.</p> <ul style="list-style-type: none"> - pilgrimage sites in Cornwall <p>Christianity:</p> <ul style="list-style-type: none"> - Pilgrimage is an important part of spiritual life for many Christians - Christians see life itself as a journey, coming from God - pilgrims seek to separate himself from the everyday concerns of the world, and to spend time in the presence of God as he travels to a place of special meaning to God. - A pilgrimage is a symbol that is acted out

5	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<i>How do Christians express their faith and what does it tell us about their values?</i> Faith - Christianity	<i>How do Hindus express their faith and what does it tell us about their values?</i> Faith - Hindu	<i>Why is pilgrimage important to Hindus?</i> Faith - Hindu	<i>What is a Church?</i> Faith - Christianity	<i>Why is Methodism so important to Cornish communities?</i> Faith - Christianity	<i>What do Christians believe about the nature of God?</i> Faith- Christianity
A. Agreed Syllabus 2014 Page Reference	P40	P40-41	P40-41	P39	P38	P38
B. Academy Aims link	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					
C. School Aims Links	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.					
D. Knowledge, Skills and Understanding	Learning about Religion: 1g Describe how people seek to communicate with God and how this informs the language of prayer and how they seek to communicate their beliefs with and beyond their communities Learning from Religion: 2a Reflect on what it means to belong to a faith community, communicating their own and others responses	Learning about Religion: Learning from Religion: 1h Describe and begin to understand religious and other responses to ultimate and ethical questions 2a Reflect on what it means to belong to a faith community, communicating their own and others' responses	Learning about Religion: 1e. investigate the significance of religion in the local, national and global communities 1j Use and interpret information about religions from a variety of sources Learning from Religion: 2d Discuss their own and others views of religious truth and belief , expressing their own ideas	Learning about Religion: 1j Use and interpret information about religions from a variety of sources Learning from Religion: 2d Discuss their own and others views of religious truth and belief , expressing their own ideas	Learning about Religion: 1b Identify key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present Learning from Religion: 2b Reflect on the impact of living in Cornwall and how this place helps to form their own and others views of the world and the place of religion within it	Learning about Religion: 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 Learning from Religion: 2e Reflect on ideas of right and wrong and their own and others responses to them
E. Breadth of Study	Religion: Christianity Themes: 3d Teachings and authority: what sacred texts and other sources say about God, the world and human life Experiences and Opportunities: 3k 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 3m:	Religion: Hindu Themes 3c Beliefs and questions: how people's beliefs about God, the world and others impact on their lives 3j Religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life: Experiences and Opportunities: 3n Considering a range of	Religion: Hindu Themes: 3i Religion and the individual: what is expected of a person in following a religion or belief Experiences and Opportunities: 3e. worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites 3l. Encountering religion through visits and visitors	Religion: Christianity Themes: 3j Religion, family and community: how religious families and communities practise their faith, and the contributions this makes/has made to local life and history Experiences and Opportunities 3e. worship, pilgrimage and sacred places: where, how and why people worship, including at	Religion: Christianity Themes: 3j Religion, family and community: how religious families and communities practise their faith, and the contributions this makes/has made to local life and history Experiences and Opportunities: 3l: Encountering religion through visits and visitors to places of worship and focussing on the impact	Religion: Christianity Themes: 3k 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: 3m: Discussing religious and philosophical questions, giving reasons for their own beliefs and those of

	Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others 3p Expressing and communicating their own and others insights through art and design, music, dance, drama and ICT	human experiences and feelings	to places of worship and focussing on the impact and reality of religion on the local and global community 3p. expressing and communicating their own and others' insights through art and design, music dance, drama and ICT 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally	particular site 3l. Encountering religion through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global community 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally	and reality of religion on the local and global community 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions	others
F. Faith and Belief Specif Content	Kernewek: N/A Christianity: What do we mean by the word community? Personal and Community Action: - How Christian beliefs and values are expressed through exemplars of the faith and through Christian organisations	Kernewek: N/A The belief that there is one God – Brahman – manifested in a pantheon of gods. Within each person there is a true self – Atman – and that this need to be liberated – Moksha – to become absorbed into Brahman once again. Hindu values: - Devotion to God - Respect for mother and Mother Earth - Respect for father and ancestors - Respect and care for others and all living things - The importance of honesty - The four ashramas - Festivals and the Hindu calendar.	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:	Kernewek: Truro Cathedral - Catholic emancipation in the C19th century and its effects on Cornwall - The foundation of the Diocese of Truro and the importance of the Cathedral for many who live in Cornwall today Christianity: The nature of God: - The three persons of the Trinity, expressed through symbols and language - God as Father, Son, and Holy Spirit	Kernewek: Cornwall as a place of Christianity? - The coming of non-conformity, its diversity and the importance of John Wesley and Methodism in today's Cornwall - The main elements of Methodist belief and how it differs from other mainstream Christian denominations - The spread of Methodist belief across the world	Kernewek: N/A Christianity: The nature of God: - God as Father, son and Holy Spirit Beliefs about the Church: - Guided by the Holy Spirit, it carries on the work of Jesus Key Christian values: - Pupils own understanding of "Fruit of the Spirit" (Love, Peace, Kindness, Faithfulness, Self-Control, Joy, Patience, Goodness, Gentleness)

6	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p>What is the relationship between Jesus and God? (focus on exploring who Jesus is)</p> <p><i>Faith –Christianity</i></p>	<p><i>Why do many Christians have a structure to their year?</i></p> <p><i>Faith - Christianity</i></p>	<p>What is the nature of the Bible and why is the Bible important to Christians? (focus on the New Testament in Cornish Language)</p> <p>Faith - Christianity</p> <p><i>Faith - Christianity</i></p>	<p>What can we learn about the Muslim faith and the prophets of God?</p> <p><i>Faith- Islam</i></p>	<p>How do Muslims put worship and belief into action?</p> <p><i>Faith - Islam</i></p>	<p>What are the foundations of Christian morality?</p> <p><i>Faith - Christianity</i></p>
A. Agreed Syllabus 2014 Page Reference	P38	P39	P39	P41-43	P41-43	P40
B. Academy Aims link	<p>Accelerating and sustaining children’s progress towards higher achievement.</p> <p>Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of the children</p>					
C. School Aims	<p>Ensure children recognise cultural diversity and have respect of all faiths, beliefs and religions.</p> <p>Actively promote children’s voice, value and listen to their thoughts, ideas and opinions so our school environment reflects their ideas.</p> <p>Promote children’s emotional, social and healthy well-being and give them the skills to build a positive lifestyle in the future.</p> <p>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.</p>					
D. Knowledge, Skills and Understanding	<p>Learning about Religion: 1h Describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p>Learning from Religion: 2d Discuss their own and others views of religious truth and belief , expressing their own 2f. reflect on sources of inspiration in their own and others’ lives.</p>	<p>Learning about Religion: 1a describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others 1d Identify and begin to describe the similarities and differences within and between religions 1f consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</p> <p>Learning from Religion: 2c Respond to the</p>	<p>Learning about Religion: 1f consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them 1j Use and interpret information about religions from a range of sources</p> <p>Learning from Religion: 2d Discuss their own and others views of religious truth and belief , expressing their own ideas</p>	<p>Learning about Religion: 1a Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others 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 1d identify and begin to describe the similarities and differences within and between religions 1i. Use specialist vocabulary in communicating their knowledge and understanding</p>	<p>Learning about Religion: 1a Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others 1i use specialist vocabulary in communicating their knowledge and understanding</p> <p>Learning from Religion: 2a Reflect on what it means to belong to a faith community, communicating their own and others responses 2c Respond to the challenges of commitment both in their own lives and within religious traditions recognising how</p>	<p>Learning about Religion: 1h Describe and begin to understand religious and others responses to ultimate and ethical questions</p> <p>Learning from Religion: 2e Reflect on ideas of right and wrong and their own and others response to them</p>

		challenges of commitment both in their own lives and within religious traditions recognising how commitment to a religion is shown in a variety of ways		Learning from Religion: 2d Discuss their own and others' views of religious truth and belief, expressing their own ideas 2f. reflect on sources of inspiration in their own and others' lives.	commitment to a religion is shown in a variety of ways	
E. Breadth of Study	<p>Religion: Christianity Themes: 3c Beliefs and questions: how peoples beliefs about God, the world and others impact on their lives 3h Inspirational people: figures from whom believers find inspiration 3i religion and the individual: what is expected of a person in following a religion or belief</p> <p>Experiences and Opportunities: 3o Reflecting on their own and others insights into life and its origin, purpose and meaning 3p Expressing and communicating their own and others insights through art and design, music, dance, drama and ICT</p>	<p>Religion: Christianity Themes: 3g Symbols and religious expression: how religious and spiritual ideas are expressed Experiences and Opportunities: 3m: Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others 3p Expressing and communicating their own and others insights through art and design, music,</p>	<p>Religion: Christianity Themes: 3d teachings and authority: what sacred texts and other sources say about God, the world and human life Experiences and Opportunities: 3l: Encountering religion through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global community 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally</p>	<p>Religion: Islam Themes: 3c Beliefs and questions: how peoples beliefs about God, the world and others impact on their lives Experiences and Opportunities: 3c. Beliefs and questions: how people's beliefs about God, the world and others impact on their lives 3f. the journey of life and death: why some occasions are sacred to believers, and what people think about life after death 3n Considering a range of human experiences and feelings 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally</p>	<p>Religion: Islam Themes: 3e Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites Experiences and Opportunities: 3m: Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally</p>	<p>Religion: Christianity Themes: 3d Teachings and authority: what sacred texts and other sources say about God, the world and human life Experiences and Opportunities: 3o Reflecting on their own and others insights into life and its origin, purpose and meaning 3p Expressing and communicating their own and others insights through art and design, music, dance, drama and ICT</p>
F. Faith and Belief Specific Content	<p>Kernewek: N/A Christianity: Jesus as a historical figure: - He lived at the time of the Romans - His story is told in the Gospels - His birth and its meaning - Baptism and temptations - Disciples, friends and followers - Teaching about the Kingdom of God in</p>	<p>Kernewek: N/A Christianity: The Churches year: - The structure of the year around the key events in the life of Jesus and the history of the Church - How these events are celebrated in different parts of the world - Advent, Christmas and Epiphany Church structures and organisations:</p>	<p>Kernewek: Cornwall as a place of Christianity - The translation of the New Testament into Cornish The Prayer Book Rebellion of 1549 Christianity The Bible: - Basis of Christian faith - How the Bible has been translated into different languages found in the</p>	<p>Kernewek: N/A Islam: : Books of Guidance: - The Qur'an as the final revelation and ultimate source of guidance - Muslims recognise other books of guidance from God e.g. Torah scrolls - How the Qur'an was revealed Messengers of Allah: - The prophet Muhammad and his key role as the final prophet recipient of the final Divine revelation</p>	<p>Kernewek: N/A Islam Tawhid (oneness of Allah) - Allah's attributes revealed in the Qur'an - Signs of Allah's creation through nature - Human beings as the best of Allah's creations Ibadah (Worship and Belief in practice) - The five pillars of Islam (Shahadah, Salah, Sawm, Zakah, Hajj) Hajj: - The pilgrimage to Makkah held every year</p>	<p>Kernewek: N/A Christianity: The Christian way of life: - The foundations of Christian morality - The two greatest commandments - The Ten Commandments - The Sermon on the Mount - Belief that human beings are made in the image and likeness of God, become sinful, can</p>

	<p>parables and miracles</p> <ul style="list-style-type: none"> - Holy week and the passion narratives - The Resurrection <p>Jesus in Christian experience:</p> <ul style="list-style-type: none"> - The effect of Jesus on the lives of individuals - Beliefs about Jesus – Son of God, Saviour 	<ul style="list-style-type: none"> - How buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the community 	<p>British Isles</p> <ul style="list-style-type: none"> - The Old Testament, the New Testament, the Apocrypha <p>Types of Writing:</p> <ul style="list-style-type: none"> - History, law, wisdom, prophecy, Gospels, letters - Focus on the significance of the meaning and significance of stories <p>Uses of the Bible:</p> <ul style="list-style-type: none"> - Personal devotion - In public worship - As a basis for art, song, culture 	<p>in the Arabic language</p> <p>Akhira: - Belief in the hereafter. Iman (the six articles of Faith) - The unity of God - The angels of God - The books of God especially the Qur'an - The prophets of God especially Muhammad - The Day of Judgement - The supremacy of Gods will (pre-destination) Akhlaq</p>	<p>and the obligation for a Muslim to go on Hajj once in a lifetime if able</p> <p>Leadership of father and mother within the family - Features of living in a Muslim family e.g. facilities for wudu, salah and dietary requirements</p> <ul style="list-style-type: none"> - The importance of cleanliness - Role of the mosque as social, religious, educational and welfare centre - The three most important mosques in the world for Muslims - People with responsibility in the community e.g. Ulama (scholars) - Respect for teachers, elders, the learned and the wise (Character and moral conduct) - Life events such as the birth of a child, marriage and death 	<p>be redeemed</p> <ul style="list-style-type: none"> - How these beliefs are expressed in stories and pictures
<p>KS1 = 1hr per week or 36 hrs per year</p> <p>KS2 = 1hr 15m per week or 45 hrs per year</p>	<p>Faith and Belief Curriculum</p> <p>60% Christian religion focus – two terms per year</p> <p>40% World religion focus – one term per year</p>					