Windmill Hill Academy

Religious Education (RE) Knowledge and Skills Organiser

Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.
Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving. *These will vary depending on the needs of each class.*

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

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

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

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

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:
   - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
   - explain how and why these beliefs are understood in different ways, by individuals and within communities
   - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

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

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

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

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in Cornwall, and how they help pupils to achieve the threefold aims above. These will be colour coded in this document, using the colours above.

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

RE	Term	Term	Term
EYFS	*Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. RE can provide many opportunities for pupils, through planned, purposeful play and through a mix of adult-led and child-initiated activity.* **EYFS Areas of Learning codes** PSED- Making Relationships PSED(MR) PSED- Self-Confidence and Self-Awareness PSED(SC&SA) PSED- Managing Feelings and Behaviour PSED(MF&B) CAL- Listening and Attention CAL(L&A) CAL- Understanding CAL(U) CAL- Speaking CAL(S) PD- Moving and Handling PD(M&H)		

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	PD- Health and Self-Care PD(H&SC) L-Reading L(R) L-Writing L(W) M-Numbers M(N) M-Shape, Space and Measure M(SSM) UW- People and Communities UW(P&C) UW- The World UW(TW) UW- Technology UW(T) EAD- Exploring and Using Media and Materials EAD(EUMM) EAD- Being Imaginative EAD(BI)					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Knowledge	**Being Special: Where do we belong?** ▪ *Re-tell religious stories making connections with personal experiences **CAL (S)*** ▪ *Recall simply what happens at at traditional Christian infant baptism and dedication **UW(P&C)*** ▪ *Recall simply what happens when a baby is welcomed into a religion other than Christianity. **UW(P&C)***	**Incarnation: Why do Christians perform Nativity Plays at Christmas?** ▪ *Recall simply what happens at a traditional Christian festival (Christmas) **UW (P&C)*** ▪ *Begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus **CAL (S)*** ▪ *Re-tell religious stories.*	**What times/stories are special and why?** ▪ *Talk about some religious stories **CAL(U)*** ▪ *Recognise some religious words, e.g. about God **CAL (S)*** ▪ *Identify a sacred text e.g. Bible, Torah **UW(TW)***	**Salvation: Why do Christians put a cross in an Easter garden?** ▪ *Recognise and re-tell stories connected with celebration of Easter **UW (P&C)*** ▪ *Say why Easter is a special time for Christians **UW (P&C)*** ▪ *Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc, **UW (P&C)*** ▪ *Talk about some ways Christians remember these stories at Easter. **UW(P&C)***	**God/Creation: Why is the word 'God' so important to Christians?** ▪ *Re-tell stories about the world, God, human beings **CAL (U)*** ▪ *Say how and when Christians like to thank their Creator **UW(P&C)***	**What places are special and why?** ▪ *Recognise that some religious people have places which have special meaning for them **UW(P&C)*** ▪ *Talk about the things that are special and valued in a place of worship **UW(P&C)*** ▪ *Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God **CAL (U)***

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Skill Progression	**Being Special: Where do we belong?** ▪ *Re-tell religious stories making connections with personal experiences* ***CAL (S)*** ▪ *Share and record occasions when things have happened in their lives that made them feel special* ***UW(P&C)***	**Incarnation: Why do Christians perform Nativity Plays at Christmas?** ▪ *Talk about people who are special to them* ***UW (P&C)*** ▪ *Say what makes their family and friends special to them* ***UW(P&C)*** ▪ *Re-tell religious stories, making connections with personal experiences* ***CAL (S)***	**What times/stories are special and why?** ▪ *Identify some of their own feelings in the stories they hear* ***PSED(SC&SA)*** ▪ *Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right) etc.* ***PSED (MF&B)***	**Salvation: Why do Christians put a cross in an Easter garden?** ▪ *Talk about ideas of new life in nature.* ***UW (TW)*** ▪ *Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc,* ***UW (P&C)*** *and make connections with signs of new life in nature* ***UW (TW)*** ▪	**God/Creation: Why is the word 'God' so important to Christians?** ▪ *Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world* ***PSED (SC&SC)*** ▪ *Re-tell stories, talking about what they say about the world, God, human beings* ***CAL (U)*** ▪ *Think about the wonders of the natural world, expressing ideas and feelings* ***CAL(S)*** ▪ *Talk about what people do to mess up the world and what they do to look after it.* ***UW (TW)***	**What places are special and why?** ▪ *Talk about somewhere that is special to themselves, saying why* ***CAL(S)*** ▪ *Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church* ***CAL (S)*** ▪ *Express a personal response to the natural world.* ***CAL(S) UW(TW)***
Meta Cognition						
Year 1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

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Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	**Creation: Who made the world? (Harvest)** *Revisit learning from EYFS Summer 1* ▪ *Retell the story of creation from Genesis 1:1–2.3 simply.* ▪ *Recognise that 'Creation' is the beginning of the 'big story' of the Bible.* ▪ *Say what the story tells Christians about God, Creation and the world.* ▪ *Give at least one example of what Christians do to say thank you to God for Creation.*	**What does it mean to belong to a faith community?** *Revisit learning from EYFS Autumn 1* ▪ *Recognise that loving others is important in lots of communities.* ▪ *Say simply what Jesus and one other religious leader taught about loving other people. .* ▪ *Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).* ▪ *Give examples of ways in*	**God: What do Christians believe God is like?** *Revisit learning from EYFS Summer 1* ▪ *Identify what a parable is.* ▪ *Tell the story of the Lost Son from the Bible simply.* ▪ *Give clear, simple accounts of what the story means to Christians.* ▪ *Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)* ▪ *Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God).*	**Who is Jewish and how do they live?** *Revisit learning from Autumn 2* ▪ *Recognise the words of the Shema as a Jewish prayer.* ▪ *Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)* ▪ *Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)* ▪ *Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).*		**How should we care for the world and for others, and why does it matter?** *Revisit learning from Autumn 1* ▪ *Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)* ▪ *Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world* ▪ *Give an example of how people show that they care for others (e.g. by giving to charity)* ▪ *Give examples of how Christians and Jews can show care for the natural earth.*

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		which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. ▪ *Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.*			
Skill Progression	**Creation: Who made the world? (Harvest)** *Revisit learning from EYFS Summer 1* ▪ *Think, talk and ask questions about living in an amazing world* ▪ *Give a reason for the ideas they have and the connections they*	**What does it mean to belong to a faith community?** *Revisit learning from EYFS Autumn 1* ▪ *Give an account of what happens at a traditional Christian and Jewish or Muslim*	**God: What do Christians believe God is like?** *Revisit learning from EYFS Summer 1* ▪ *Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas*	**Who is Jewish and how do they live?** *Revisit learning from Autumn 2* ▪ *Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.* ▪ *Make links between Jewish ideas of God found in the stories and how people live* ▪ *Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas*	**How should we care for the world and for others, and why does it matter?** *Revisit learning from Autumn 1* ▪ *Identify a story or text that says something about each person being unique and valuable*

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	make between the Christian/Jewish Creation story and the world they live in.	*welcome ceremony, and suggest what the actions and symbols mean.*	▪ *Give a reason for the ideas they have and the connections they make.*	▪ *Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.*		▪ *Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world* ▪ *Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.*
Meta Cognition						
Year 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	**Rebellion and Invasion**	**Natural elements**	**Civilisation**	**Environmental**	**Discoveries**	**Culture**
Knowledge	**Who is Muslim and how do they live? (Part 1)** *Revisit learning from Year 1 Autumn 2* ▪ *Recognise the words of the Shahadah and that it is very important for Muslims*	**Incarnation: Why does Christmas matter to Christians?** *Revisit learning from EYFS Autumn 2* ▪ *Give a clear, simple account of the story of Jesus' birth and why Jesus is*	**Who is Muslim and how do they live? (Part 2)** *Revisit learning and build on learning from Autumn 1* ▪ *Recognise the words of the Shahadah and that it is very important for Muslims* ▪ *Identify some of the key Muslim*	**Salvation: Why does Easter matter to Christians?** *Revisit learning from EYFS Spring 2* ▪ *Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.*	**Gospel: What is the good news Jesus brings?** *Revisit learning from Spring 2* ▪ *Tell stories from the Bible.* ▪ *Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax*	**Curriculum Kernewek Unit 1.8 CK4RE: What makes some people and places in Cornwall sacred?** *Revisit learning from EYFS Summer 2* ▪ *Recognise that there are special people and places in*

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	▪ *Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean* ▪ *Give examples of how stories about the Prophet show what Muslims believe about Muhammad.* ▪ *Give examples of how Muslims put their beliefs about prayer into action.* ▪ *Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.*	*important for Christians.* ▪ *Recognise that stories of Jesus' life come from the Gospels.* ▪ *Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.*	*beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean* ▪ *Give examples of how stories about the Prophet show what Muslims believe about Muhammad.* ▪ *Give examples of how Muslims put their beliefs about prayer into action.* ▪ *Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas*	▪ *Tell stories of Holy Week and the Bible.* ▪ *Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.*	*collector) mean to Christians.* ▪ *Recognise that Jesus gives instructions to people about how to behave.* ▪ *Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.* ▪ *Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).*	*Cornwall that are sacred to believers.* ▪ *Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there.* ▪ *Re-tell a story about a Cornish Saint.* ▪ *Give examples of stories, objects and symbols used in churches, which show what people believe.* ▪ *Talk about what makes some places special to people in Cornwall.*

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Skill Progression	**Who is Muslim and how do they live? (Part 1)** *Revisit learning from Year 1 Autumn 2.* ▪ *Give examples of how Muslims use the Shahadah to show what matters to them* ▪ *Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)* ▪ *Think, talk about and ask questions about Muslim beliefs and ways of living* ▪ *Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.*	**Incarnation: Why does Christmas matter to Christians?** *Revisit learning from EYFS Autumn 2* ▪ *Decide what they personally have to be thankful for, giving a reason for their ideas* ▪ *Think, talk and ask questions about Christmas for people who are Christians and for people who are not.*	**Who is Muslim and how do they live? (Part 1)** *Revisit learning from Year 1 Autumn 2.* ▪ *Give examples of how Muslims use the Shahadah to show what matters to them* ▪ *Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)* ▪ *Think, talk about and ask questions about Muslim beliefs and ways of living* ▪ *Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.*	**Salvation: Why does Easter matter to Christians?** *Revisit learning and from EYFS Spring 2* ▪ *Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).* ▪ *Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.*	**Gospel: What is the good news Jesus brings?** *Revisit learning from Spring 2* ▪ *Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.* ▪ *Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.*	**Curriculum Kernewek Unit 1.8 CK4RE: What makes some people and places in Cornwall sacred?** *Revisit learning from EYFS Summer 2* ▪ *Re-tell a story about a Cornish Saint and connect this story to the local area.* ▪ *Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this.* ▪ *Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas.* ▪ *Talk about what makes some places special to*

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						people in Cornwall and what the difference is between some sacred places.
Meta Cognition						
Year 3	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	**Rebellion and Invasion**	**Natural elements**	**Civilisation**	**Environmental**	**Discoveries**	**Culture**
Knowledge	**Creation/Fall: What do Christians learn from the creation story?** *Revisit learning from Year 1 Autumn 1* ▪ *Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'* ▪ *Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world* ▪ *Describe what Christians do because they believe God is*	**How do festivals and family life show what matters to Jewish people?** *Revisit learning from Year 1 Summer 1* ▪ *Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean* ▪ *Offer informed suggestions about the meaning of the Exodus story for Jews today* ▪ *Describe how Jews show their beliefs through*	**People of God: What is it like to follow God?** *Revisit learning from Year 1 Spring 1* ▪ *Make clear links between the story of Noah and the idea of covenant.* ▪ *Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.*	**How do festivals and worship show what matters to a Muslim?** *Revisit learning from Year 2 Spring 1* ▪ *Identify some beliefs about God in Islam, expressed in Surah 1* ▪ *Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)* ▪ *Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and*	**Gospel: What kind of world did Jesus want?** *Revisit learning from Year 2 Summer 1* ▪ *Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.* ▪ *Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.*	**How and why do religious and non-religious people try to make the world a better place?** *Revisit learning from Year 1 Summer 2* ▪ *Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)* ▪ *Describe some examples of how people try to live (e.g. individuals and organisations)* ▪ *Identify some differences in*

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	Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways). ▪ *Describe how and why Christians might pray to God, say sorry and ask for forgiveness.*	*worship in festivals, both at home and in wider communities.*		*describe what they involve.* ▪ *Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).*		*how people put their beliefs into action.*
Skill Progression	**Creation/Fall: What do Christians learn from the creation story?** *Revisit learning from Year 1 Autumn 1* ▪ *Make clear links between Genesis 1 and what Christians believe about God and Creation* ▪ *Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.*	**How do festivals and family life show what matters to Jewish people?** *Revisit learning from Year 1 Summer 1* ▪ *Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people* ▪ *Make simple links between Jewish beliefs about God and his people and how Jews live*	**People of God: What is it like to follow God?** *Revisit learning from Year 1 Spring 1* ▪ *Make links between the story of Noah and how we live in school and the wider world.*	**How do festivals and worship show what matters to a Muslim?** *Revisit learning from Year 2 Spring 1* ▪ *Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims* ▪ *Make links between the Muslim idea of living in harmony with the Creator*	**Gospel: What kind of world did Jesus want?** *Revisit learning from Year 2 Summer 1* ▪ *Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.* ▪ *Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian* ▪ *Make links between the importance of*	**How and why do religious and non-religious people try to make the world a better place?** *Revisit learning from Year 1 Summer 2* ▪ *Make links between religious beliefs and teachings and why people try to live and make the world a better place* ▪ *Make simple links between teachings about how to live and ways in which people try to*

		(e.g. through celebrating forgiveness, salvation and freedom at festivals). ▪ *Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future* ▪ *Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.*		*and the need for all people to live in harmony with each other.*	*love in the Bible stories studied and life in the world today, giving a good reason for their ideas.*	*make the world a better place (e.g. tikkun olam and the charity Tzedek).* ▪ *Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better* ▪ *Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas* ▪ *Express their own ideas about the best ways to make the world a better place, making links with.*

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Meta Cognition						
Year 4	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	**Rebellion and Invasion**	**Natural elements**	**Civilisation**	**Environmental**	**Discoveries**	**Culture**
Knowledge	**What do Hindus believe God is like?** *Revisit learning from Year 1 Autumn 2* ▪ *Identify some Hindu deities and say how they help Hindus describe God.* ▪ *Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.* ▪ *Offer informed suggestions about what Hindu murtis express about God.* ▪ *Identify some different ways in which Hindus worship.*	**Incarnation/God: What is the Trinity? Christmas** *Revisit learning from Year 2 Autumn 2* ▪ *Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.* ▪ *Offer suggestions about what texts about baptism and Trinity mean.* ▪ *Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.*	**What does it mean to be a Hindu in Britain today?** *Revisit learning from Autumn 1* ▪ *Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean.* ▪ *Describe how Hindus show their faith within their families in Britain today (e.g. home puja).* ▪ *Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali).*	**Salvation: Why do Christians call the day Jesus died 'Good Friday'? Easter** *Revisit learning from Year 2 Spring 2* ▪ *Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.* ▪ *Give examples of what Christians say about the importance of the events of Holy Week.* ▪ *Describe how Christians show their beliefs about Jesus in worship in different ways.*	**Kingdom of God: When Jesus left what was the impact of Pentecost?** *Revisit learning from Spring 2* ▪ *Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.* ▪ *Give examples of what Pentecost means to some Christians now.* ▪ *Describe how Christians show their beliefs about the Holy Spirit in worship.*	**Curriculum Kernewek Unit L2.11 CK4RE: How and why do people in Cornwall mark significant events in community life?** *Revisit learning from Year 2 Summer 2* ▪ *Identify festivals that are unique to Cornwall and explain how they started.* *Describe special times in the Cornish year.* ▪ *Identify some differences in how people celebrate community life e.g. different practices in local festivals and traditions.*

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Skill Progression	**What do Hindus believe God is like?** *Revisit learning from Year 1 Autumn 2* ▪ *Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali).* ▪ *Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today* ▪ *Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.*	**Incarnation/God: What is the Trinity? Christmas** *Revisit learning from Year 2 Autumn 2* ▪ *Give examples of what these texts mean to some Christians today.* ▪ *Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.*	**What does it mean to be a Hindu in Britain today?** *Revisit learning from Autumn 1* ▪ *Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).* ▪ *Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.*	**Salvation: Why do Christians call the day Jesus died 'Good Friday'? Easter** *Revisit learning from Year 2 Spring 2* ▪ *Offer informed suggestions about what the events of Holy Week mean to Christians* ▪ *Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.* ▪ *Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.*	**Kingdom of God: When Jesus left what was the impact of Pentecost?** *Revisit learning from Spring 2* ▪ *Offer informed suggestions about what the events of Pentecost in Acts 2 might mean* ▪ *Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.* ▪ *Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.*	**Curriculum Kernewek Unit L2.11 CK4RE: How and why do people in Cornwall mark significant events in community life?** *Revisit learning from Year 2 Summer 2* ▪ *Offer informed suggestions about the meaning and importance of ceremonies/ festivals for religious and non-religious people today in Cornwall.* ▪ *Make simple links between beliefs and importance of these special events to the people of Cornwall.* ▪ *Raise questions and suggest answers about why it is important for everyone to feel part of a community.*

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						▪ *Make links behind festivals that mark different times of the year in Cornwall.* ▪ *Give good reasons why they think ceremonies of commitment are or are not valuable today.*
Meta Cognition						
Year 5	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	**Rebellion and Invasion**	**Natural elements**	**Civilisation**	**Environmental**	**Discoveries**	**Culture**
Knowledge	**What does it mean to be a Muslim in Britain today?** *Revisit learning from Year 3 Spring 2* ▪ *Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).*	**Incarnation: Was Jesus the Messiah? Christmas** *Revisit learning from Year 4 Autumn 2* ▪ *Explain the place of Incarnation and Messiah within the 'big story' of the Bible.* ▪ *Identify Gospel and prophecy texts, using technical terms.*	**God: What does it mean if God is Holy and Loving?** *Revisit learning from Year 3 Spring 1* ▪ *Identify some different types of biblical texts, using technical terms accurately.* ▪ *Explain connections between biblical texts and Christian ideas of God, using theological terms* ▪ *Show how Christians put their*	**Why is the Torah so important to Jewish people?** *Revisit learning from Year 3 Autumn 2* ▪ *Identify and explain Jewish beliefs about God* ▪ *Give examples of some texts that say what God is like and explain how Jewish people interpret them.*	**Gospel: What would Jesus do?** *Revisit learning from Year 3 Summer 1* ▪ *Identify features of Gospel texts (for example, teachings, parable, narrative).*	**Why do some people believe in God and some people not?** *Revisit learning from Year 3 Summer 2* ▪ *Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs* ▪ *Identify and explain what religious and non-religious*

	▪ *Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet)* ▪ *Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)* ▪ *Give evidence and examples to show how Muslims put their beliefs into practice in different ways.*	▪ *Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.* ▪ *Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.*	*beliefs into practice in worship*			*people believe about God.* ▪ *Give examples of reasons why people do or do not believe in God.*

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Skill Progression	**What does it mean to be a Muslim in Britain today?** *Revisit learning from Year 3 Spring 2* ▪ *Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today* ▪ *Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims* ▪ *Reflect on and articulate what it is like to be a Muslim in Britain today, giving*	**Incarnation: Was Jesus the Messiah? Christmas** *Revisit learning from Year 4 Autumn 2* ▪ *Explain connections between biblical texts, Incarnation and Messiah, using theological terms.* ▪ *Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.*	**God: What does it mean if God is Holy and Loving?** *Revisit learning from Year 3 Spring 1* ▪ *Explain connections between biblical texts and Christian ideas of God, using theological terms* ▪ *Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.* ▪ *Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.*	**Why is the Torah so important to Jewish people?** *Revisit learning from Year 3 Autumn 2* ▪ *Make clear connections between Jewish beliefs about the Torah and how they use and treat it* ▪ *Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)* ▪ *Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice).* ▪ *Make connections between Jewish beliefs studied and explain how and why they are*	**Gospel: What would Jesus do?** *Revisit learning from Year 3 Summer 1* ▪ *Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts* ▪ *Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives* ▪ *Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the*	**Why do some people believe in God and some people not?** *Revisit learning from Year 3 Summer 2* ▪ *Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from* ▪ *Make clear connections between what people believe about God and the impact of this belief on how they live* ▪ *Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).* ▪ *Reflect on and articulate some*

	good reasons for their views.			▪ *important to Jewish people today* ▪ *Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.*	▪ *issues, problems and opportunities in the world today, including their own lives.* ▪ *Articulate their own responses to the issues studied, recognising different points of view.*	▪ *ways in which believing in God is valuable in the lives of believers, and ways it can be challenging* ▪ *Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not* ▪ *Make connections between belief and behaviour in their own lives, in the light of their learning.*

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Meta cognition						
Year 6	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	**Rebellion and Invasion**	**Natural elements**	**Civilisation**	**Environmental**	**Discoveries**	**Culture**
Knowledge	**Why do Hindus want to be good?** *Revisit learning from Year 4 Spring 1* ▪ *Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.* ▪ *Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc.*		**Creation/Fall: Creation and Science – Conflict or Complimentary?** *Revisit learning from Year 3 Autumn 1* ▪ *Identify what type of text some Christians say Genesis 1 is, and its purpose.* ▪ *Show understanding of why many Christians find science and faith go together.*	**Salvation: What did Jesus do to save Human beings? Easter** *Revisit learning from Year 4 Spring 2* ▪ *Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.* ▪ *Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.* ▪ *Show how Christians put their beliefs into practice in different ways.*	**Kingdom of God: What kind of King is Jesus?** *Revisit learning from Year 4 Summer 1* ▪ *Consider different possible meanings for the biblical texts studied.* ▪ *Show how Christians put their beliefs into practice in different ways.*	**Curriculum Kernewek Unit U2.12 CK4RE: Does faith help people in Cornwall when life gets hard?** *Revisit learning from Year 5 Summer 2* ▪ *Describe at least three examples of ways in which world views in Cornwall guide people in how to respond to good and hard times in life.* ▪ *Identify beliefs about life after death in at least two religious traditions.* ▪ *Give examples of ways in which beliefs about resurrection/ judgement/ heaven/reincarn*

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					ation make a difference to how someone lives.
Skill Progression	**Why do Hindus want to be good?** *Revisit learning from Year 4 Spring 1* ▪ *Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live* ▪ *Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.* ▪ *Give evidence and examples to show how Hindus put their beliefs into practice in different ways* ▪ *Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.* ▪ *Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view*	**Creation/Fall: Creation and Science – Conflict or Complimentary?** *Revisit learning from Year 3 Autumn 1* ▪ *Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations* ▪ *Make clear connections between Genesis 1 and Christian belief about God as Creator.* ▪ *Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.*	**Salvation: What did Jesus do to save Human beings? Easter** *Revisit learning from Year 4 Spring 2* ▪ *Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.* ▪ *Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.* ▪ *Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.*	**Kingdom of God: What kind of King is Jesus?** *Revisit learning from Year 4 Summer 1* ▪ *Explain connections between biblical texts and the concept of the Kingdom of God.* ▪ *Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations* ▪ *Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.* ▪ *Relate the Christian 'Kingdom of God' model (i.e. loving others, serving*	**Curriculum Kernewek Unit U2.12 CK4RE: Does faith help people in Cornwall when life gets hard?** *Revisit learning from Year 5 Summer 2* ▪ *Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.* ▪ *Give examples of ways in which beliefs about resurrection/ judgement/ heaven/reincarnation make a difference to how someone lives.* ▪ *Consider Cornwall as a place of refuge, inspiration and challenge.*

		▪ *Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.*	▪ *Articulate their own responses to the idea of sacrifice, recognising different points of view.*	*the needy) to issues, problems and opportunities in the world today.* ▪ *Articulate their own responses to the idea of the importance of love and service in the world today.*	▪ *Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.*
Meta Cognition					