

3 core elements - Making sense, Understanding the impact, Making connections

Religion and Worldviews – Overview: Early Years Foundation Stage						
<p>Early Learning Goal: People, Culture and Communities -Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing in knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>Early Years Foundation Stage Links:</u> PSED – see themselves as a valuable individual -express their feelings and consider the feelings of others -think about the perspectives of others</p> <p>Understanding the world: -talk about members of their immediate family and community -name and describe people who are familiar to them -recognise that people have different beliefs and celebrate special times in different ways -understand that some places are special to members of their community -recognise some similarities and differences between life in this country and life in other countries -explore the natural world around them -recognise some environments that are different to the one they live Compare and contrast figures from stories, including figures from the past,</p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Special: where do we belong?	F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas ?	Which stories are special and why?	F3 SALVATION: Why do Christians put a cross in an Easter garden?	F1 GOD/ CREATION: Why is the word ‘God’ so important to Christians?	Which places are special and why?
	<p>Knowledge Pupils will be able to:</p> <ul style="list-style-type: none">Retell religious stories making connections with personal experiences.Share and record occasions when things have happened in their lives that made them feel special.	<p>Knowledge Pupils will be able to:</p> <ul style="list-style-type: none">Talk about people who are special to themSay what makes their family and friends special to themRecall simply what happens at a traditional Christian festival (Christmas)Retell religious stories, making connections with personal experiences.	<p>Knowledge Pupils will be able to:</p> <ul style="list-style-type: none">Talk about some religious storiesRecognise some religious words, e.g. about GodIdentify some of their own feelings in the stories they hearTalk about some of the things these stories teach believers	<p>Knowledge Pupils will be able to:</p> <ul style="list-style-type: none">Recognise and retell stories connected with the celebration of EasterSay why Easter is a special time for ChristiansTalk about ideas of new life in nature	<p>Knowledge Pupils will be able to:</p> <ul style="list-style-type: none">Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the worldRetell stories, talking about what they say about the world, God, human beingsThink about the wonders of the natural world, expressing ideas and feelingsTalk about what people do to mess up the world and what they do to look after it.	<p>Knowledge Pupils will be able to:</p> <ul style="list-style-type: none">Talk about somewhere that is special to themselves, saying whyRecognise that some religious people have places which have special meanings for themBegin to recognise that for different people these places are special.Learn and use appropriate words to talk about their thoughts and feelings when visiting a churchExpress a personal response to the natural world.
<p>Skills Children will be able to:</p> <p>-Ask relevant questions -Use different types of sources as a way of gathering information -Reflect upon feelings, relationships and experiences -Explain religious concepts and practises -Draw meaning from artefacts, art and symbols -Consider thoughts, feelings, experiences, attitudes, beliefs and values of others -Suggest meanings of religious texts -Begin to distinguish between features of different religions</p>						

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EYFS: Key Vocabulary	Christians God Jesus Family Belief Special Belong/ belonging Welcome	God Jesus Christians Christmas Love Celebrate Nativity Unique Precious	Christians Jews Muslims Holy book Bible God Bravery Friendship	Christians Easter Holy Week Palm leaves Cross New life Easter Garden Forgiveness	Christians God Human beings Natural world Creator Creation Interesting Puzzling Wonderful	Christian Muslim Special Holy Church Mosque Similar Different Features
EYFS: Possible Trips/Workshops/visitors to enhance learning		Church visit How do Christians celebrate Christmas in a church?	Church drama group visit Telling the story of calming the storm	Church workshop Why is there an Easter garden in church during Easter?	Trip Local gardens visit: what is wonderful about the world?	Church visit What makes a church special to Christians?

Religion and Worldviews – Overview: KS1 – Year 1						
<p>End of Key Stage 1 Outcomes: Pupils will be able to:</p> <p>Making sense of beliefs:</p> <ul style="list-style-type: none"> • identify the core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers <p>Understanding the impact:</p> <ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into action <p>Marking connections:</p> <ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas they have been studying have something to say to them • give a good reason for the views they have and the connections they make 	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
	<p>What does it mean to belong to a faith community?</p>	<p>1.2 CREATION: Who Made the World? Harvest</p>	<p>1.1 GOD: What do Christians believe God is Like?</p>	<p>Who is Jewish and how do they live? (PART 1)</p>	<p>Who is Jewish and how do they live? (PART 2)</p>	<p>How should we care for the world and for others, and why does it matter?</p>
	<p>Prior knowledge EYFS – Autumn 1: Being special: where do we belong?</p> <p>EYFS – Summer 1 – Which places are special and why?</p>	<p>Prior Knowledge: EYFS – Summer 1 (God/Creation): Why is the word ‘God’ so important to Christians?</p>	<p>Prior Knowledge: EYFS – Summer 1 (God/Creation): Why is the word ‘God’ so important to Christians</p>	<p>Prior Knowledge: EYFS – Autumn 1 Being Special: where do we belong?</p> <p>EYFS – Spring 1: Which stories are special and why?</p> <p>EYFS – Summer 2: Which places are special and why?</p>	<p>Prior Knowledge: EYFS – Autumn 1 Being Special: where do we belong?</p> <p>EYFS – Spring 1: Which stories are special and why?</p> <p>EYFS – Summer 2: Which places are special and why?</p>	<p>Prior Knowledge: EYFS – Summer 2: Which places are special and why?</p>
	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • 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 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. 	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • 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: • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • 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) • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make. 	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations • Give examples of how the stories used in celebrations remind Jews about what God is like • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • 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), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world • 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.
	<p>Skills Children will be able to:</p> <ul style="list-style-type: none"> - Ask relevant questions - Know how to use different types of sources to gather info - Reflect upon beliefs and practices - Reflect upon feelings, relationships and experiences - Explain concepts and practices - Draw meanings from artefacts and symbols - Suggest meanings of religious texts - Distinguish between the features of different religions - Interpret religious language - Consider thoughts, feelings, experiences, attitudes, beliefs and values of others - Identify key religious values and their connections with secular views - Relate learning to life - Draw conclusions which are balanced and related to evidence & experience 					

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Year 1: Learning objectives/ lesson sequence	<ol style="list-style-type: none">1. I can recognise symbols of belonging for Christians, Jews and Muslims2. I can explain what people believe about valuing others3. I can identify similarities and differences between how Christians and Muslims welcome a new baby4. I can identify similarities and differences between Christian and Jewish marriage ceremonies5. I can explain why belonging to a community is important to people	<ol style="list-style-type: none">1. I can suggest who I think created things in the natural world2. I can order events in the story of Creation3. I can explain what the Creation story tells Christians about what God is like4. I can explain how Christians say thank you to God and give examples of things they might be thankful for5. I can explain how Christians say thank you to God at Harvest	<ol style="list-style-type: none">1. I can retell the parable of ‘The Lost Son’2. I can begin to explain what the story of The Lost Son might mean to Christians3. I can explain what the parable of The Lost Son teaches Christians about God4. I can list ways that Christians show they love God5. I can explain if it is important for everyone to forgive and compare this to what Christians believe	<ol style="list-style-type: none">1. I can explain what the Shema is2. I can explain what a Mezuzah is and why it is put on the doorposts of Jewish houses3. I can identify which story from the Torah is remembered on Shabbat4. I can describe 3 things that Jewish people do on Shabbat5. I can name some of the things that are used on Shabbat and begin to explain how they are used.	<ol style="list-style-type: none">1. I can retell a simple version of the story of David and Goliath2. I can suggest one thing the story of David and Goliath might teach Jewish people about God.3. I can retell a simple version of the story of Chanukah4. I can explain how Jewish people celebrate Chanukah5. I can explain how lighting the Chanukiah might remind Jewish people about God	<ol style="list-style-type: none">1. I can explain what Christian stories teach about people being valued2. I can explain how caring for others links to the story of The Good Samaritan3. I can compare what Christian, Jewish and non-religious people believe about caring for others4. I can explain how and why people care for others5. I can explain what Christians and Jews tell others about the beginning of the world.6. I can explain why people try to look after the world.
Year 1: Key Vocabulary	Christians Jews Muslims God Jesus Identity Belonging Symbols Infant baptism Marriage Faith community	Christians Creation Creator God Bible Genesis Connection Natural world Thankful Celebrate Harvest	Christians God Jesus Parable Forgiving Loving Worship	Jews Jewish Shema Prayer Celebrations God Remember Mezuzah Shabbat Reflecting Praising Thankful Creation	Jewish Bible (Tenakah) Jews Jewish God David & Goliath Praising Remembering Chanukah Celebrate Thankful Blessing	Christian Jews God Jesus Valued Unique Belief Samaritan Psalm Sukkot Caring Similar Different Charity Difference Creation Genesis Natural World
Year 1 Possible Trips/Workshops/visitors to enhance learning	Church workshop What does it mean to be a Christian?		Church drama group visit Parable of the lost son			Church drama group visit The Good Samaritan

Religion and Worldviews – Overview: KS1 – Year 2						
End of Key Stage 1 Outcomes: Pupils will be able to: Making sense of beliefs: <ul style="list-style-type: none">• identify the core beliefs and concepts studied and give a simple description of what they mean• give examples of how stories show what people believe (e.g. the meaning behind a festival)• give clear, simple accounts of what stories and other texts mean to believers Understanding the impact: <ul style="list-style-type: none">• give examples of how people use stories, texts and teachings to guide their beliefs and actions• give examples of ways in which believers put their beliefs into action Marking connections: <ul style="list-style-type: none">• think, talk and ask questions about whether the ideas they have been studying have something to say to them• give a good reason for the views they have and the connections they make	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does Christmas matter to Christians?	Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	What makes some people and places in Cornwall sacred to believers?
	Prior Knowledge: EYFS – Autumn 1: Being Special – where do we belong? EYFS – Spring 1: Which stories are special and why? EYFS – Summer 2: Which places are special and why?	Prior Knowledge: EYFS – Autumn 2: Incarnation – why do Christians perform Nativity plays at Christmas?	Prior Knowledge: EYFS – Autumn 1: Being Special – where do we belong? EYFS – Spring 1: Which stories are special and why? EYFS – Summer 2: Which places are special and why?	Prior Knowledge EYFS – Spring 2: Incarnation – why do Christians put a cross inn an Easter garden?	Prior Knowledge EYFS – Spring 1: Which stories are special and why? Year 1 – Spring 1 (God): What do Christians believe God is like? Year 1 – Summer 2 – How should we care for the world and for others, and why does it matter?	Prior Knowledge EYFS – Autumn 1: Being Special: where do we belong? EYFS – Summer 2: Which places are special and why? Year 1 – Autumn 1 What does it mean to belong to a faith community?
	Knowledge Children will be able to: <ul style="list-style-type: none">• Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims• Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, 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 use the <i>Shahadah</i> 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)• Give examples of how Muslims put their beliefs about prayer into action• Think, talk about and ask questions about Muslim beliefs and ways of living• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	Knowledge Children will be able to: <ul style="list-style-type: none">• Recognise that stories of Jesus’ life come from the Gospels• Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians• Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas• Think, talk and ask questions about Christmas for people who are Christians and for people who are not• Decide what they personally have to be thankful for, giving a reason for their ideas.	Knowledge Children will be able to: <ul style="list-style-type: none">• Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims• Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, 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 use the <i>Shahadah</i> 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)• Give examples of how Muslims put their beliefs about prayer into action• Think, talk about and ask questions about Muslim beliefs and ways of living• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	Knowledge Children will be able to: <ul style="list-style-type: none">• Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)• Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter• 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.	Knowledge Children will be able to: <ul style="list-style-type: none">• Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax 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)• 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.	Knowledge Children will be able to: <ul style="list-style-type: none">• Recognise that there are special people and places in 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 and connect this story to the local area• Give examples of stories, objects and symbols used in churches, which show what people believe• 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 people in Cornwall and what the difference is between some sacred places
Skills Children will be able to: <ul style="list-style-type: none">- Ask relevant questions- Know how to use different types of sources to gather info- Reflect upon beliefs and practices- Reflect upon feelings, relationships and experiences- Explain concepts and practices- Draw meanings from artefacts and symbols						

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	<ul style="list-style-type: none">- Suggest meanings of religious texts- Distinguish between the features of different religions- Interpret religious language- Consider thoughts, feelings, experiences, attitudes, beliefs and values of others- Identify key religious values and their connections with secular views- Relate learning to life- Draw conclusions which are balanced and related to evidence & experience-
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Year 2: Learning objectives/ lesson sequence	<ol style="list-style-type: none">1. I can explain who Muslims believe in and whose example they follow2. I can explain why the Shahadah is important to Muslims3. I can describe the 3 important things Muslims believe about God/Allah4. I can explain why Muslims believe the Prophet Muhammad is so important5. I can give at least one example of how a story of the Prophet shows a Muslim how to behave	<ol style="list-style-type: none">1. I can retell the Christmas story2. I can explain why Christmas is important for Christians3. I can give examples of where I might see elements of the Christmas story in the preparations for Christmas in my local area4. I can identify signs of the Christmas story in a church during Advent5. I can give examples of how Christians show they are thankful at Christmas and link this to events in the Christmas story.	<ol style="list-style-type: none">1. I can retell the story of the giving of the Holy Qur'an to Muhammad2. I can give examples of how, where, when and why Muslims read the Qur'an3. I can recognise and name the Five Pillars4. I can describe some simple examples of how Muslims pray5. I can explain what I think is good about the example of how Muslims live	<ol style="list-style-type: none">1. I can order events from the Easter story2. I can describe how different characters might have felt (and why) at different points during the Easter story3. I can explain how the symbols of Easter are connected to the Easter story4. I can describe how Christians celebrate the different parts of Holy Week in church5. I can explain why Christians believe Jesus brings 'good news'	<ol style="list-style-type: none">1. I can explain how Jesus was a friend to the friendless2. I can explain how forgiveness from God is 'good news' for Christians3. I can explain how Christians receive peace from Jesus and why this is considered 'good news'4. I can explain how Christians put Jesus' teaching about friendship and sharing good news into practise in their own lives5. I can describe where Christians feel part of a community and experience peace.	<ol style="list-style-type: none">1. I can describe somewhere in Cornwall that is special to me2. I can explain how a church is a special place for Christians in Cornwall3. A) I can explain why Truro Cathedral is a special place to people in Cornwall B) I can name important Cornish Saints.4. I can explain who St Piran was and why he is important to Cornwall.5. I can identify other sacred places in Cornwall
Year 2: Key Vocabulary	Muslim God – Allah Shahadah Prophet Muhammad Example Message	Christians God Jesus Gospels Nativity Beliefs Actions Christmas Thankful Gratitude Incarnation Advent Vestments Vicar Church Traditions	Muslims Muhammad God/Allah Holy Qur'an Respect Holy book Obey Teaching Five Pillars Pray Faith Respect Gratitude Worship Holy words	Christians God Jesus Incarnation Salvation Bible Holy Week Easter Beliefs Resurrection Worship Hope Heaven	Christians God Jesus Bible Gospel – Good news Teachings Forgiveness Peace Friendless Belief Community Charity Confession	Cornwall Cornish Saint St Piran St Petroc Sacred Holy Church Symbols Community Traditions Celebrate Standing stones Celtic cross
Year 2 Possible Trips/Workshops/visitors to enhance learning		Church visit <ul style="list-style-type: none">- Advent adventures: signs of Christmas story in preparations for Christmas		Church workshop Easter labyrinth/trail depicting the events from Holy week	Church drama group visit: Matthew the tax collector – how was Jesus a friend to the friendless	Church visit: How are Cornish saints represented in churches?

Religion and Worldviews – Overview: KS2 – Year 3						
End of Lower KS2 outcomes: Pupils will be able to: Making sense of beliefs: <ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the key concepts studied offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers Understanding the impact: <ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into action Making connections <ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make 	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	2a.2 PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
	Prior Knowledge EYFS – Summer 1: Creation – Why is the word ‘God’ so important to Christians? Year 1 – Autumn 2: Creation – who made the world?	Prior Knowledge EYFS – Autumn 1: Being special – where do we belong? Year 1 – Spring 2: Who is Jewish and how do they live? (part 1) Year 1 – Summer 1: Who is Jewish and how do they live? (part 2)	Prior Knowledge EYFS – Spring 1: Which stories are special and why? Year 1 – Autumn 1: What does it mean to belong to a faith community? Year 1 – Spring 1 (God): What do Christians believe God is like?	Prior Knowledge EYFS – Spring 1: Which stories are special and why? Year 2 – Autumn 1: Who is Muslim and how do they live? (part 1) Year 2 – Spring 1: Who is Muslim and how do they live? (part 2)	Prior Knowledge EYFS – Summer 1 (God/Creation) – Why is the word ‘God’ so important to Christians? Year 1 – Summer 2: How should we care for the world and for others, and why does it matter? Year 2 – Summer 1 (Gospel) – What is the good news Jesus brings?	Prior Knowledge EYFS – Summer 2: Which places are special and why? Year 1 – Summer 2: How should we care for the world and for others, and why does it matter? Year 3 – Autumn 1 (Creation/Fall) – What do Christians learn from the Creation story?
	Knowledge Children will be able to: <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ Make clear links between Genesis 1 and what Christians believe about God and Creation 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 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 Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today. 	Knowledge Children will be able to: <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 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 	Knowledge Children will be able to: <ul style="list-style-type: none"> 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 Make links between the story of Noah and how we live in school and the wider world. 	Knowledge Children will be able to: <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and 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) 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 and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	Knowledge Children will be able to: <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus 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 Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	Knowledge Children will be able to: <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) 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 make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action 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 religious ideas
	Skills Children will be able to: <ul style="list-style-type: none"> Ask relevant questions Know how to use different types of sources to gather info Reflect upon beliefs and practices Reflect upon feelings, relationships and experiences Explain concepts and practices Draw meanings from artefacts and symbols 					

3 core elements - Making sense, Understanding the impact, Making connections

	<ul style="list-style-type: none">- Suggest meanings of religious texts- Distinguish between the features of different religions- Interpret religious language- Consider thoughts, feelings, experiences, attitudes, beliefs and values of others- Identify key religious values and their connections with secular views- Relate learning to life- Draw conclusions which are balanced and related to evidence & experience- Make thoughtful judgements about the personal value of religious beliefs and practices- Make links between religion and human experience, including their own experience
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Year 3: Learning objectives/ lesson sequence	<ol style="list-style-type: none">1. I can find an image that shows a ‘wow factor’ in nature and explain why I chose it2. I can describe what the Creation story suggests is wonderful about the world and compare this with what I think3. I can explain what instructions God gives to humans for how they should treat the world4. I can suggest what might be important in the Creation story for Christians and for non-Christians living today5. I can describe how the story of the Fall in Genesis 3 explains why things go wrong in the world	<ol style="list-style-type: none">1. I can describe how Jews show their beliefs about the importance of family and rest through Shabbat2. I can list at least 4 things that Jewish people do when marking Rosh Hashannah and Yom Kippur, and explain how it shows their beliefs3. I can explain how elements of Rosh Hashanah and Yom Kippur link to forgiveness and repentance4. I can suggest what the story of Exodus means for Jews today5. I can give examples of how Jewish people show the importance of the words of the Torah and follow the 10 commandments	<ol style="list-style-type: none">1. I can explain the difference between the stories in the Old Testaments and New Testament with regards to Jesus2. I can list the qualities that Noah had that made God choose him3. I can explain what God’s covenant with Noah was and describe what it might have been like for him and his family to follow God4. I can describe how the story of Noah could be linked to how we live in school and the wider world5. I can explain how promises Christians make during a wedding ceremony many link to the story of Noah.	<ol style="list-style-type: none">1. I can give two examples of things Muslims do to worship God2. I can give three examples of how Muslims show that God has no equals3. I can suggest at least one reason why prayer is important to Muslims4. I can explain why the mosque is a special place for Muslims5. I can describe how and why Muslims fast at Ramadan	<ol style="list-style-type: none">1. I can explain what the disciples had to leave behind to follow Jesus and compare this with how I would feel if I had to give up something in my life2. I can explain what the story of calling the first disciples teaches Christians today and how they try to follow Jesus’ example3. I can explain what Jesus’ actions towards outcasts mean for Christians and suggest how they try to follow his example4. I can explain how a church leader follows Jesus’ teaching in different ways5. I can describe the type of world that Jesus wanted and compare this with the world I would like.	<ol style="list-style-type: none">1. I can write my own list of what I think are problems in the world and connect these to religious ideas.2. I can identify the ways in which following the Golden Rule can make a difference in different communities3. I can explain how Jewish texts link with Jewish ways of repairing the world4. I can connect the story of an inspirational Christian to the teaching of Jesus5. I can identify some examples of how and why Muslims give to people in need6. I can give some examples of how non-religious people try to make the world a better place7. I can compare religious values with my own values about how we can make the world a better place
Year 3: Key Vocabulary	Christians Jews God Creation Bible Genesis The Fall Creator Pray Forgiveness	Jews God Shabbat Celebration Festival Jonah Sin Forgiveness Repentance Rosh Hashanah Yom Kippur Grateful Exodus Pesach Freedom Past/Future	Christians Jews Bible Old Testament New Testament Book/Chapter/ Verse Jesus Noah Covenant Commands Rules Agreement/pact Wedding Promise	Muslim Islam God ibadah tawhid Worship Allah Shahadah Qur’an Submission Prayer (salah) Mosque Ramadan Celebrate Symbolise Recite Ritual Fasting Eid-ul-Fitr	Christians Jesus God Disciples Gospel Healed Leper Outcasts Fishers of people	Christians Jews Muslims Worldviews ‘Golden Rule’ Tikkun olam Inspirational Jesus Zakah Guidelines Values
Year 3 Possible Trips/Workshops/visitors to enhance learning	Church workshop -What is the fall?				Church Leader visit -Q and A session – how do Christians try to show love for all?	Trip Beach Clean

Religion and Worldviews – Overview: KS2 – Year 4						
<p>End of Lower KS2 outcomes: Pupils will be able to:</p> <p>Making sense of beliefs:</p> <ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority and the key concepts studied • offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers <p>Understanding the impact:</p> <ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into action <p>Making connections</p> <ul style="list-style-type: none"> • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make 	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
	<p>What do Hindus believe God is like?</p>	<p>2a.3 INCARNATION/ GOD: What is the Trinity? Christmas</p>	<p>What does it mean to be a Hindu in Britain today?</p>	<p>2a.5 SALVATION: Why do Christians call the day Jesus died ‘Good Friday’? Easter</p>	<p>2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?</p>	<p>How and why do people in Cornwall mark significant events in community life?</p>
	<p>Prior Knowledge: This religion is only introduced from Year 4 onwards</p>	<p>Prior Knowledge: EYFS – Autumn 2 (Incarnation) – Why do Christians perform Nativity plays at Christmas?</p> <p>EYFS – Summer 1 (God/Creation): Why is the word ‘God’ so important to Christians?</p> <p>Year 2 – Autumn 2 (Incarnation) – Why does Christmas matter to Christians?</p> <p>Year 2 – Summer 1 (Gospel): What is the good news Jesus brings?</p>	<p>Prior Knowledge Year 4 – Autumn 1: What do Hindus believe God is like?</p>	<p>Prior Knowledge EYFS – Spring 2 (Salvation): Why do Christians put a cross in an Easter garden?</p> <p>Year 2 – Spring 2 (Salvation): Why does Easter matter to Christians?</p>	<p>Prior Knowledge: EYFS – Spring 1: Which stories are special and why?</p> <p>Year 3 – Spring 1 (People of God): What is it like to follow God?</p> <p>Year 3 – Summer 1 (Gospel): What kind of world did Jesus want?</p>	<p>Prior Knowledge EYFS – Summer 2: Which places are special and why?</p> <p>Year 2 – Summer 2: What makes some people and places in Cornwall sacred to believers?</p>
	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • 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 <i>murtis</i> express about God • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • 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. 	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • 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 • Give examples of what these texts mean to some Christians today • 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 • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (<i>dharma</i>) • Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions. 	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> • Identify festivals that are unique to Cornwall and explain how they started • Offer informed suggestions about the meaning and importance of ceremonies/ festivals for religious and non-religious people today in Cornwall • Describe special times in the Cornish year. • Make simple links between beliefs and importance of these special events to the people of Cornwall • Identify some differences in how people celebrate community life e.g. different practices in local festivals and traditions • Raise questions and suggest answers about why it is important for everyone to feel part of a community
	<p>Skills Children will be able to:</p> <ul style="list-style-type: none"> - Ask relevant questions - Know how to use different types of sources to gather info - Reflect upon beliefs and practices - Reflect upon feelings, relationships and experiences - Explain concepts and practices - Draw meanings from artefacts and symbols - Suggest meanings of religious texts 					

3 core elements - Making sense, Understanding the impact, Making connections

	<ul style="list-style-type: none">- Distinguish between the features of different religions- Interpret religious language- Consider thoughts, feelings, experiences, attitudes, beliefs and values of others- Identify key religious values and their connections with secular views- Relate learning to life- Draw conclusions which are balanced and related to evidence & experience- Make thoughtful judgements about the personal value of religious beliefs and practices- Make links between religion and human experience, including their own experience
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Year 4: Learning objectives/ lesson sequence	<ol style="list-style-type: none">1. I can explain what a Hindu might understand about Brahman from the story of Svetaketu2. I can identify some Hindu deities and explain what they show about the nature of Brahman (God).3. I can explain what the Trimurti represents.4. I can explain how Hindus worship at home.5. I can explain how the story of Diwali links to a Hindu deity.6. I can suggest whether or not people outside of the Hindu tradition should treat creation in the same way that many Hindus might treat it.	<ol style="list-style-type: none">1. I can explain how and why water is used as a symbol in Christianity2. I can suggest what the symbols in the story of Jesus’ Baptism mean and how this links to the Trinity3. I can match words used to describe God the Father, the Son and the Holy Spirit with symbols and images4. I can identify similarities and differences between an infant and adult baptism service and compare these with Jesus’ baptism5. I can design an artefact expressing the ideas of ‘The Grace’ and explain how my symbols/imagery links to the Trinity6. I can design my own artwork or symbol to demonstrate the Holy Trinity and explain what each part represents	<ol style="list-style-type: none">1. I can identify at least four ways in which Hindus worship at home2. I can give at least three examples of things Hindus do as part of dharma at home3. I can identify and name the Hindu place of worship and name at least two objects Hindus use in worship there4. I can identify ways in which my community life is the same and different from some Hindu people5. I can identify some ways in which Diwali is celebrated around the UK and other parts of the world, noting similarities and differences6. I can describe similarities and differences between how Hindus live in my area and in India	<ol style="list-style-type: none">1. Using my current knowledge, I can explain what happened to Jesus at Easter2. I can identify the key events in Holy Week3. I can suggest what the events of Holy Week mean to Christians4. I can describe some of the things that Christians do on Palm Sunday, Good Friday and Easter Sunday and link these to the Gospel accounts5. I can identify the different parts of the Easter story that provoke feelings of hope, sadness and joy, and explain reasons why	<ol style="list-style-type: none">1. I can explain what the Bible says about what happened to Jesus after his resurrection2. I can retell the story of Pentecost3. I can use the story of Pentecost to explain what the new followers of Jesus were told to do, what they did and how they felt4. I can describe the ways that Christians believe the Holy Spirit helps them5. I can describe how Christians show their beliefs about the Holy Spirit and Pentecost in worship (Pentecost Sunday and everyday living)6. I can describe why Pentecost is important for Christians and suggest what might have happened if Pentecost hadn’t happened	<ol style="list-style-type: none">1. I can name special events and explain why they are important.2. I can explain what a festival is and identify key Cornish festivals.3. I can describe how people celebrate special times in Cornwall4. I can explain why the Harvest Festival is important to Cornwall5. I can compare how Cornish festivals were celebrated in the past with how they are celebrated today.
Year 4: Key Vocabulary	Hindu Symbols Brahman (God) Svetaketu Gods/ goddesses Deities Trimurti Brahma Vishnu Shiva Ganesh Puja Tray Murtis Worship Creation Tradition	Christians God Jesus Baptism Gospel Trinity Symbols Father/Son / Holy Spirit Priest/Minister The Grace	Hindus Worship Rituals Sanatan dharma Dharma Bhajans Mandir Community Celebrations Festivals Diwali	Christians God Jesus Creation Gall Incarnation Gospel Salvation Easter Holy Week Palm Cross Crucifix Palm Sunday Good Friday Easter Sunday Mary Disciples Hope Sadness Joy	Christians God Jesus Disciples Resurrection Holy Spirit Kingdom of God Ascension Pentecost Worship	Festival Celebration Cornwall Christians Celtic Christianity Harvest Community Sacred Spiritual Awe Wonder Belonging Commitment Marriage Baptism
Year 4 Trips/Workshops/visitors to enhance learning		Church drama group visit -Baptism of Jesus		Church visit Easter activities – why do Christians call the day Jesus died ‘Good Friday’?	Church workshop -What happened at Pentecost	Visitors Religious and secular

Religion and Worldviews – Overview: KS2 – Year 5						
End of upper Key Stage 2 outcomes: Pupils will be able to: Making sense of beliefs: <ul style="list-style-type: none">• identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions• describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts• give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority Understanding the impact: <ul style="list-style-type: none">• make clear connections between what people believe and how they live, individually and in communities• using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures Make connections: <ul style="list-style-type: none">• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)• reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently• consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What does it mean to be a Muslim in Britain today?	2b.4 INCARNATION Was Jesus the Messiah? Christmas	2b.1: GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	2b.5 GOSPEL: What would Jesus do?	Why do some people believe in God and some people do not?
	Prior Knowledge: Year 2 – Autumn 1: Who is Muslim and how do they live? (part 1) Year 2 – Spring 1: Who is Muslim and how do they live? (part 2) Year 3 – Spring 2: How do festivals and worship show what matters to a Muslims?	Prior Knowledge: EYFS – Autumn 2 (Incarnation): Why do Christians perform Nativity plays at Christmas? Year 1 – Spring 1 (God): What do Christians believe God is like? Year 2 – Autumn 2 (Incarnation): Why does Christmas matter to Christians? Year 3 – Summer 1 (Gospel): What kind of world did Jesus want?	Prior Knowledge: EYFS – Summer 1 (God/Creation): Why is the word God so important to Christians? Year 1 – Spring 1 (God): What do Christians believe God is like? Year 2 – Summer 1 (Gospel): What is the good news Jesus brings? Year 3 – Spring 1 (People of God): What is like to follow God?	Prior Knowledge: EYFS – Spring 1: Which stories are special and why? Year 1 – Spring 2: Who is Jewish and how do they live? (part 1) Year 1 – Summer 1: Who is Jewish and how do they live? (part 2) Year 3 – Autumn 2: How do festivals and family life show what matters to Jewish people?	Prior Knowledge: EYFS – Summer 1 (God/Creation): Why is the word ‘God’ so important to Christians? Year 1 – Spring 1 (God): What do Christians believe God is like? Year 2 – Summer 1 (Gospel): What is the good news Jesus brings? Year 3 – Summer 1 (Gospel): What kind of world did Jesus want?	Prior Knowledge: EYFS – Autumn 1: Being special where do we belong? Year 1 – Autumn 1: What does it mean to belong to a faith community? Year 1 – Spring 1 (God): What do Christians believe God is like? Year 3 – Spring 1 (People of God): What is it like to follow God? Year 4 – Autumn 2 (Incarnation): What is the Trinity?
	Knowledge Children will be able to: <ul style="list-style-type: none">• Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur’an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur’an as the message)• Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet)• Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)• Give evidence and examples to show how Muslims put their beliefs into practice in different ways• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall 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 good reasons for their views.	Knowledge Children will be able to: <ul style="list-style-type: none">• Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible• Identify Gospel and prophecy texts, using technical terms• Explain connections between biblical texts, Incarnation and Messiah, using theological terms• 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• 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.	Knowledge Children will be able to: <ul style="list-style-type: none">• Identify some different types of biblical texts, using technical terms accurately• 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• Show how Christians put their beliefs into practice in worship• 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.	Knowledge Children will be able to: <ul style="list-style-type: none">• 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• 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 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.	Knowledge Children will be able to: <ul style="list-style-type: none">• Identify features of Gospel texts (for example, teachings, parable, narrative)• 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 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.	Knowledge Children will be able to: <ul style="list-style-type: none">• Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs• Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from• Give examples of reasons why people do or do not believe in God• 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 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.
	Skills Children will be able to: <ul style="list-style-type: none">- Ask relevant questions- Know how to use different types of sources to gather info					

3 core elements - Making sense, Understanding the impact, Making connections

views they have and the connections they make	<ul style="list-style-type: none"> - Reflect upon beliefs and practices - Think and speak carefully about religious and spiritual topics - Reflect upon feelings, relationships and experiences - Explain concepts, rituals and practices - Identify and articulate matters of deep conviction and concern, responding to religious issues through a variety of media - Draw meanings from artefacts and symbols - Suggest meanings of religious texts - Distinguish between the features of different religions - Interpret religious language - Consider thoughts, feelings, experiences, attitudes, beliefs and values of others - Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow - See the world through the eyes of others and to see issues from their point of view, deepening understanding of beliefs and practises - Identify key religious values and their connections with secular views - Make associations between religions and individual community, national and international life - Relate learning to life - Draw conclusions which are balanced and related to evidence & experience - Make thoughtful judgements about the personal value of religious beliefs and practices - Make links between religion and human experience, including their own experience - Distinguish between opinion, belief and fact - Link significant features of religion together in a coherent pattern - Debate issues of religious significance to experience, evidence and argument 					
Year 5: Learning objectives/ lesson sequence	<ol style="list-style-type: none"> 1. I can find out how many Muslims there are in my region, in the Uk and in the world 2. I can explain how the Five Pillars offer a way of structuring life for Muslims 3. I can explain why zakah is a good thing for Muslims 4. I can identify how Hajj practices help Muslims to show unity, equality, purity and self-control 5. I can outline 3 teachings of the Qur'an about how to live and give examples of how Muslims put this into practice 6. I can describe what it means to be a Muslim in Britain today 	<ol style="list-style-type: none"> 1. I can explain what the Jewish people were expecting in a Messiah 2. I can explain if Jesus was the hoped-for Messiah 3. I can explain the true meaning of Christmas, including what Christians believe about the Messiah and Jesus' birth 4. I can explain how Christians bring peace, good news and show Jesus' love to others at Christmas 5. I can compare Christmas day celebrations in a Christian and non-religious household 6. I can explain why the idea of Jesus as the Messiah is important in the world today and what difference it might make in people's lives. 	<ol style="list-style-type: none"> 1. I can suggest words that I think could be used to describe 'God' 2. I can use religious texts to identify what God is like and what he does 3. I can explain why Christians believe that God is holy and loving 4. I can explain how different parts of a cathedral express ideas of God as holy and loving 5. I can describe how Christians show their beliefs through worship 6. I can suggest how biblical ideas about God as holy and loving might make a difference in the world today. 	<ol style="list-style-type: none"> 1. I can identify the names of different types of Jewish communities 2. I can explain key Jewish beliefs about God 3. I can describe how the Torah is used and treated 4. I can identify laws/rules that Jewish people follow 5. I can explain why following Jewish food laws and keeping Shabbat is still important to Jewish people today 6. I can explain how worship might differ between different Jewish communities 	<ol style="list-style-type: none"> 1. I can explain why Jesus told the story of 'The Wise and Foolish Builders' and if this advice is still relevant for Christians today 2. I can suggest why Jesus thought it was necessary to give the Sermon on the Mount 3. I can describe what Christians do to build good foundations for living 4. I can explain why Christians think prayer is important 5. I can explain how the idea of Jesus as the Healer has an impact on Christians today 5b I can describe how and why Christians want to make the world a better place 6. I can suggest ways that you could make an enemy into a friend 6b I can explain how the principle of What would Jesus do? guides Christian people and communities today 	<ol style="list-style-type: none"> 1. I can explain what a theist, atheist and agnostic might say about God 2. I can suggest answers that people might give to the question 'Is God real?' 3. I can identify different reasons why a person might/might not believe in God 4. I can explain what different people say about Science and believing in God 5. I can explain what impact believing in God has on how people think and live
Year 5: Key Vocabulary	Muslims Islam Five Pillars Ibadah Shahadah Commitment Generosity Submission Obedience Self-control Worship Zakah Sadagah Hajj Prophet Muhammad Rituals Beliefs Values Tawhid	Christianity God Jesus Messiah Old Testament New Testament Jewish Gospel Christmas Saviour Prophet Peace Good news Love Theological terms – creation, people of God, Incarnation, Gospel, Salvation, Messiah	Christians God Divine being Psalm Prophet Letter Holy Loving Cathedral Worship Traditional Modern Humanist	Jews Jewish Community God Shema Mezuzah Tefillin Holy Sefer Torah Sacredness Scribed Synagogue Traditions Rituals Kosher Orthodox / Progressive Jews Shabbat Laws Worship	Christians God Jesus Commandments Parable Sermon Similes/ metaphors Foundations for life Prayer Leprosy Healer Reconciliation Forgiveness Racism Conflict Generosity	Theist Atheist Agnostic God Christian Persuade Scientist Connections Impact Theism Atheism Agnosticism

3 core elements - Making sense, Understanding the impact, Making connections

	Qur'an Authority Hadith					
Year 5 Possible Trips/Workshops/visitors to enhance learning			Trip – Truro Cathedral KS2 Guided Tour – what do cathedrals show about what Christians believe about God?		Church workshop What would Jesus do?	

Religion and Worldviews – Overview: KS2 – Year 6						
<p>End of upper Key Stage 2 outcomes: Pupils will be able to:</p> <p>Making sense of beliefs:</p> <ul style="list-style-type: none">• identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions• describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts• give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority <p>Understanding the impact:</p> <ul style="list-style-type: none">• make clear connections between what people believe and how they live, individually and in communities• using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures <p>Make connections:</p> <ul style="list-style-type: none">• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)• reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently• consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Why do Hindus want to be good?		2b.2CREATION/ FALL: Creation & Science – Conflict or Complimentary?	2b.6 SALVATION: What did Jesus do to save Human Beings? Easter	2b.8 KINGDOM OF GOD: What kind of King is Jesus?	How does faith help people in Cornwall when life gets hard?
	<p>Prior Knowledge: Year 4 – Autumn 1: What do Hindus believe God is like?</p> <p>Year 4 – Spring 1: What does it mean to be a Hindu in Britain today?</p>		<p>Prior Knowledge EYFS – Summer 1 (God/Creation): Why is the word ‘God’ so important to Christians?</p> <p>Year 1 – Autumn 2 (Creation) Who made the world?</p> <p>Year 3 – Autumn 1 (Creation/Fall) What do Christians learn from the creation story?</p> <p>Year 5 – Summer 2: Why do some people believe in God and some people do not?</p>	<p>Prior Knowledge EYFS – Spring 2 (Salvation): Why do Christians put a cross in an Easter garden?</p> <p>Year 2 – Spring 2 (Salvation): Why does Easter matter to Christians?</p> <p>Year 4 – Spring 2 (Salvation): Why do Christians call the day Jesus died ‘Good Friday’?</p>	<p>Prior Knowledge Year 1 – Spring 1 (God): What do Christians believe God is like?</p> <p>Year 2 – Summer 1 (Gospel): What is the good news Jesus brings?</p> <p>Year 3 – Summer 1 (Gospel): What kind of world did Jesus want?</p> <p>Year 5 – Autumn 2 (Incarnation): Was Jesus the Messiah?</p>	<p>Prior Knowledge EYFS – Summer 2: Which places are special and why?</p> <p>Year 2 – Summer 2: What makes some people and places in Cornwall sacred to believers?</p> <p>Year 4 – Summer 2: How and why do people in Cornwall mark significant events in community life?</p>
	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none">• Identify and explain Hindu beliefs, e.g. <i>dharm</i>a, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately• Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.• Make clear connections between Hindu beliefs about <i>dharm</i>a, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live• Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharm</i>a, <i>karma</i>, <i>moksha</i>, 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. <i>karma</i> and <i>dharm</i>a), and explain how and why they are important to Hindus• Reflect on and articulate what impact belief in <i>karma</i> and <i>dharm</i>a might have on individuals and the world, recognising different points of view.	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none">• Identify and explain Hindu beliefs, e.g. <i>dharm</i>a, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately• Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.• Make clear connections between Hindu beliefs about <i>dharm</i>a, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live• Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharm</i>a, <i>karma</i>, <i>moksha</i>, 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. <i>karma</i> and <i>dharm</i>a), and explain how and why they are important to Hindus• Reflect on and articulate what impact belief in <i>karma</i> and <i>dharm</i>a might have on individuals and the world, recognising different points of view.	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none">• Identify what type of text some Christians say Genesis 1 is, and its purpose]• 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• Show understanding of why many Christians find science and faith go together• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none">• Outline 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• Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper• Show how Christians put their beliefs into practice in different ways• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today• Articulate their own responses to the idea of sacrifice, recognising different points of view	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none">• 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• Show how Christians put their beliefs into practice in different ways• Relate the Christian ‘kingdom of God’ model (i.e. loving others, serving 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.	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none">• 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, comparing and explaining similarities and differences• Make clear connections between what people in Cornwall believe about God and how they respond to challenges in life (e.g. suffering, bereavement)• 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• Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own
	<p>Skills Children will be able to:</p> <ul style="list-style-type: none">- Ask relevant questions- Know how to use different types of sources to gather info- Reflect upon beliefs and practices- Think and speak carefully about religious and spiritual topics					

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good reasons for the views they have and the connections they make	<ul style="list-style-type: none">- Reflect upon feelings, relationships and experiences- Explain concepts, rituals and practices- Identify and articulate matters of deep conviction and concern, responding to religious issues through a variety of media- Draw meanings from artefacts and symbols- Suggest meanings of religious texts- Distinguish between the features of different religions- Interpret religious language- Consider thoughts, feelings, experiences, attitudes, beliefs and values of others- Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow- See the world through the eyes of others and to see issues from their point of view, deepening understanding of beliefs and practises- Identify key religious values and their connections with secular views- Make associations between religions and individual community, national and international life- Relate learning to life- Draw conclusions which are balanced and related to evidence & experience- Make thoughtful judgements about the personal value of religious beliefs and practices- Make links between religion and human experience, including their own experience- Distinguish between opinion, belief and fact- Link significant features of religion together in a coherent pattern- Debate issues of religious significance to experience, evidence and argument					
Year 6: Learning objectives/ lesson sequence	<ol style="list-style-type: none">1. I can identify and explain Hindu beliefs about Brahman using technical terms2. I can identify clear connections between a Hindu story and what it teaches about life3. I can explain what karma, samsara, dharma and moksha mean and how they fit together4. I can explain the traditional Hindu idea of ashramas5. I can explain what actions a Hindu person might do at different stages of their life because of dharma	<ol style="list-style-type: none">1. I can explain what I know so far about why Hindus want to be good2. I can explain who Gandhi was and what he believed in3. I can explain how Hindu's beliefs shape the way that they live their lives4. I can explain how belief in sewa, dharma and ahimsa, impacts the way many Hindus act5. I can explain why Hindus try to be good	<ol style="list-style-type: none">1. I can suggest what genre of writing Genesis 1 is and explain what evidence there is to support this2. I can give a simple scientific account of cosmology (the beginning of the universe) and evolution (the development of living beings)3. I can explain what different people think about the story in Genesis (1:1-2:3)4. I can explain why Genesis 1 might have been written5. I can explain how Christians celebrate God as the creator6. I can explain why many Christians find that faith and science go together7. I can explain if I think Creation and Science conflict or are complimentary	<ol style="list-style-type: none">1. I can identify key events in the last days of Jesus' life and put them in the correct order2. I can explain who I think was responsible for Jesus' death3. I can explain what Christians mean when they say that Jesus' death was a sacrifice4. I can explain why Jesus' sacrifice is important to Christians5. I can explain the importance of Holy Communion for Christians6. I can explain if sacrifice is a good idea to make the world a better place	<ol style="list-style-type: none">1. I can explain whether Jesus came to Earth to get people into Heaven, or to make the world more like Heaven2. I can explain what the parable of 'The Feast' teaches Christians about the Kingdom of God3. I can use the parables to explain what kind of king Jesus was4. I can explain what Jesus' kingdom would be like5. I can explain how Christians try to create the Kingdom of God on Earth6. I can suggest what the world could learn from Christian ideas about the Kingdom of God	<ol style="list-style-type: none">1. I can identify good and bad times in life2. I can give examples of how Cornwall is not always such a good place and explain how people try and make it better3. I can explain how Methodism helped people in Cornwall when life was difficult4. I can explain how Truro Cathedral supports people in Cornwall when life gets hard.5. I can explain how people try and make a difference in their community.
Year 6: Key Vocabulary	Hindu Dharma Karma Samsara Moksha Bahman Atman Moksha Chitram Ashramas Duty	Hindu Gandhi Inspirational Ahimsa Sewa Dharma Impact Samsara Karma Moksha	Creation God Christians Science Cosmology Evolution Genesis Conflict Complimentary Genre Author Audience Purpose Interpretations	Incarnation Salvation Stations of the Cross responsibility sacrifice devotion symbolism resurrection martyr Communion Eucharist Mass The Lord's Supper Pilate Judas Romans Sanhedrin Jesus	Kingdom of God Heaven The Fall / sin Lord's prayer Parable Innocuous Crucify Qualities/ Characteristics Beliefs	Values Beliefs Spiritual Festivals John Wesley Methodism Community Praise Celebrate Life after death Judgement Reincarnation Heaven Christianity Paganism Non-religious (secular) worldviews Humanist Bereavement Worship

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				God		Inspiration Pilgrimage
Year 6 Possible Trips/Workshops/visitors to enhance learning				Church visit Easter activities – what did Jesus do to save Human beings?	Church workshop What is the Kingdom of God like? What kind of king was Jesus?	Trip – Truro Cathedral KS2 worship: Truro Cathedral is a special place