



Religious Education Curriculum 2 Year Rolling Programme

Year A Year B

Year group	<p>Cornwall Agreed Syllabus for Religious Education 2014 https://www.cornwall.gov.uk/media/9227047/Agreedsyllabus-2014.pdf</p> <p>Whole school events: Harvest Service (Christianity) Christmas Nativity (Christianity) Easter Service (Christianity) Annual Daya Visit (Sikhism/Islam/Hinduism/Buddhism) Bi Weekly 'Open the Book' – Bible Stories (Christianity) Daily Worship (Assemblies/within class)</p>	<p>Important to note statutory requirement:</p> <p>Christianity should figure in no less than 60% of the RE delivered in any one year and any other religion taught no more than 40% in any one year.</p>
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Year R	Skills	Knowledge	Statutory requirement in Reception
	<p>Understanding of the world: Children talk about similarities and differences between themselves and others, among families, communities and traditions</p> <p>Begin to know about their own cultures and beliefs and those of other people;</p> <p>Explore, observe and find out about places and objects that matter in different cultures and beliefs.</p> <p>Expressive arts and design Children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;</p> <p>respond in a variety of ways to what they see, hear, smell, touch and taste.</p> <p>Literacy Children are given access to a wide range of books, poems and other written materials to ignite their interest.</p> <p>Mathematics Children recognise, create and describe some patterns, sorting and ordering objects simply.</p>	<p>This will be done through: Celebration and experience of Festivals Harvest Christmas Lent Easter Pentecost/Whitsun</p> <p>During the year include a minimum of two Cornish festivals: e.g. St. Piran's Day, 'Obby 'Oss (Padstow), and/ or local saints days to enable pupils to recognise key themes of human experience within their own lives and the lives of those around them.</p> <p>Stories are also important and some of the stories from the New and Old Testament will provide a useful starting point for pupils in Reception.</p>	<p>The time allocation for RE in Reception for full time pupils is 5% of curriculum time. This approximates to 36 hours over the course of the year for pupils entering the school in the Autumn term. RE should be clearly identified in teachers' planning to ensure that the requirement is being met and to enable parents to see what RE is being delivered. It is a statutory requirement that attainment in RE is reported upon at the end of the Reception year to parents.</p>

Year 1/2	Skills	Knowledge		Vocabulary	
		Christianity	Buddhism	Level 2	Level 3

	<p>Explore a range of religious stories:</p> <p>sacred texts and talk about their meaning.</p> <p>Identify and suggest meaning for religious symbols and use a range of religious words.</p> <p>Explore how faith communities make a difference to communities in Cornwall</p> <p>Reflect on how Cornwall is shaped by its religious traditions.</p> <p>Recognise that religious teachings and ideas make a difference to individuals, families and the community.</p> <p>Reflect on how spiritual and moral values relate to their own behaviour Identify what matters to them and others.</p> <p>Ask and respond to puzzling questions, communicating their ideas.</p> <p>Identify what matters to them and others including those with religious commitments and communicate their responses.</p> <p>Identify the importance, for some, of belonging to a religion and the difference it makes in their lives.</p>	<p>Christmas Easter – Easter Day, Good Friday Disciples</p> <p>The Bible</p> <ul style="list-style-type: none"> • Preaching and teaching in Church • Stories, poems and sayings <p>Jesus, a special person for Christians</p> <ul style="list-style-type: none"> • following him changes people lives <p>The Church</p> <ul style="list-style-type: none"> • a community of believers, variety of buildings <p>Items found in the local Church: Pews Font and water, Alter Bibles Musical instruments Candles Cross/crucifix</p> <p>Special people and festivals</p> <ul style="list-style-type: none"> • Famous Christians who set an example for others to follow (St Piran, St Petroc, Cornish Saints) <p>Local stories and places of importance near the school</p> <ul style="list-style-type: none"> • Celtic crosses -Wonders of the natural world <p>What can be done in the context of relationships with family, friends and caring for others.</p> <ul style="list-style-type: none"> • Christians believe that everyone is important and of equal value • Christians try to follow the example of Jesus, especially his teaching on love and forgiveness • Christians believe that everyone is important and of equal value • Christians try to follow the example of Jesus, especially his teaching on love and forgiveness. <p>Description of God</p> <ul style="list-style-type: none"> • Father • Son • Holy spirit • Creator <p>Jesus as a historical figure, Jesus as a healer. (The two greatest commandments)</p> <p>Christmas -Easter disciples, Good Friday, Easter day, Ascension, Pentecost</p> <p>The Bible</p>	<p>Buddhism</p> <p>Buddha The Buddha</p> <ul style="list-style-type: none"> • Siddhartha Gautama an ordinary person and how he becomes 'awakened' (Buddha) <p>Stories from the life of the Buddha which show:</p> <ul style="list-style-type: none"> • His concern to find an answer to the problem of suffering and satisfactoriness in life • How suffering can be eased, e.g. the Buddha and Nalagiri the elephant, the Buddha and Angulimala <p>The Buddha image</p> <ul style="list-style-type: none"> • As a focus for meditation to help people reflect on their lives and how they can be awakened <p>The values it communicates, e.g. tranquillity and compassion</p> <p>Symbols The Lotus Flower The Wheel The Bodhi Tree</p> <p>Buddhist teaching Compassion</p> <ul style="list-style-type: none"> • The importance of compassion • Respect for all living things and the intention not to harm them • The importance of being generous, kind, truthful, helpful and patient • The expression of respect or gratitude by children to adults, especially parents and teachers. The duties of adults to children <p>Awareness</p> <ul style="list-style-type: none"> • The importance of awareness • The importance of reflection and meditation • Being aware of thoughts, feelings and how they lead to actions <p>Stories that illustrate the Brahma Viharas</p> <ul style="list-style-type: none"> • Loving kindness • Compassion • Sympathetic joy (happiness on someone else's account) • Evenness of mind (the capacity not to be tossed up and down emotionally by the things that happen in life) • The Jataka Stories 	<p>Christmas, journey, angles, star, camels, kings, shepherds, stable</p> <p>Easter Church</p> <p>Father, Son,</p> <p>violet, white, green, red, gold, black, growth, life Happy, joy, sad(ness), worry, thanks,</p> <p>Celebration, Cornwall, Cornish, special, important, sea,</p> <p>Family, friends Kind, caring, Use of sentence stems My opinion is that... I agree with... because I disagree with...because I wonder if...</p>	<p>Bethlehem, Inn keeper, manger, gold, Frankincense, Myrrh, nativity Disciples, Good Friday, feast, betrayed, cross, tomb Sacred, lectern Community, Pews Font and water, Alter Bibles, Candles, Cross/crucifix</p> <p>Holy spirit, creator,</p> <p>Symbolism, robes, Advent, Christmas, Lent, Easter, Ordinary time, reflection, hope, blessings</p> <p>Lectern, pulpit, Hymn, prayer, pray, baptism, christening, wedding, reflect, praise</p> <p>Community, Saint, festival, Celtic, Celtic crosses, tradition, beliefs, landscape, coast Belonging, community, commitments, prayer, study Respect, forgiveness, example</p>
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- Preaching and teaching in Church
- Stories, poems and sayings
- Christians read from it regularly to inform their faith

Liturgical colours linked to the Church calendar, key events in Jesus' life. Advent, Christmas, Lent, Easter

How people worship

Reading the Bible (at Church and at home)
 Teaching
 Singing
 Prayer
 Baptism
 Weddings
 Sundays

Special people and festivals

Famous Christians who set an example for others to follow (St Piran, St Petroc, Cornish Saints)

Local stories and places of importance near the school

- Celtic crosses
- Wonder of the natural world

The Christian way of life, personal and community action

- What can be done in the context of relationships family, friends and caring for others

Christians believe that everyone is important and of equal value

- Christians try to follow the example of Jesus, especially his teaching on love and forgiveness

Christian values, fruit of the spirit. Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control

Year 3/4					
Year 3/4	Skills	Knowledge		Vocabulary	
	<p>Describe key aspects of religions, the people, stories and traditions that influence the beliefs and values of others.</p> <p>Describe a variety of practices and ways of life in religion and understand how these stem from, and are connected with beliefs and teachings.</p> <p>Investigate the significance of religion in the local, national and global communities.</p> <p>Identify key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present.</p> <p>Describe how people seek to communicate with God and how this informs the language of prayer; and, how they seek to communicate their beliefs within and beyond their communities.</p> <p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. Reflect on ideas of right and wrong and their own and others responses to them.</p> <p>Reflect on what it means to belong to a faith community,</p>	<p style="text-align: center;">Christianity</p> <p>The Christian way of life</p> <ul style="list-style-type: none"> humans are made in the image of God and his likeness became sinful Can be redeemed <p>God as Father, Son and Holy Spirit</p> <ul style="list-style-type: none"> The three persons of the Trinity expressed through symbols and language. Teaching about the Kingdom of God in parables and miracles. <p>The structure of the Church's year around key events</p> <ul style="list-style-type: none"> Advent and Christmas -Beliefs about Jesus: Son of God, Son of man, Saviour <p>Jesus as a historical figure</p> <ul style="list-style-type: none"> He lived at the time of the Romans Jesus' life and teachings in the Gospels. His birth and its meaning <p>Church</p> <ul style="list-style-type: none"> A community of believers from all races and nationalities A family of believers guided by the Holy Spirit who carry on the work of Jesus <p>Church and worship</p> <ul style="list-style-type: none"> Prayers and their meaning, especially the Lord's Prayer The use of silence and language in worship <p>The nature of the Bible</p> <ul style="list-style-type: none"> Witness to the actions of God in the life of humanity and in the birth and life of Jesus. Versions translated from the original Hebrew, Aramaic and Greek -Translated into different languages found in the British Isles <p>Use of the Bible</p> <ul style="list-style-type: none"> personal devotion public worship how its read in services -status of the Gospel Psalms (readings and songs for worship) readings in festivals which focus on key events in Jesus' life A basis for art, songs and culture. <p>Baptism and confirmation</p> <ul style="list-style-type: none"> The baptism of Jesus 	<p style="text-align: center;">Hinduism/Judaism</p> <p>Hinduism</p> <p>Concepts truths and values: God is worshipped in diverse forms and is believed to be formless, some forms include:</p> <ul style="list-style-type: none"> Vishnu Krishna Rama Hanuman Lakshmi Shiva Ganesha Kali Durga <p>Key beliefs: Reincarnation</p> <p>Symbols: Aum, lotus flower, the swastika, the colour saffron Gurus and disciples, God, other people, the cow and all life forms</p> <p>Family, community and traditions The importance of family The journey of life, samskars and those associated with birth initiation, marriage and death.</p> <p>Worship: Puja and home and in the mandir (temple) Festivals/Hindu calendar Importance of pilgrimage</p> <p>Scriptures: The names and nature of sacred texts Stories</p> <ul style="list-style-type: none"> Rama's exile and return The childhood of Krishna Stories with a moral <p>Where followers are found locally, nationally and globally</p> <p>Judaism</p> <p>G-D Jewish belief about G-d</p> <ul style="list-style-type: none"> G-d is One good G-d is the creator G-D cares for all people <p>Belief exemplified through</p> <ul style="list-style-type: none"> The Shema: mezuzah, tefillin, tzitzit First 5 commandments Psalms and songs 	<p style="text-align: center;">Tier 2</p>	<p style="text-align: center;">Tier 3</p> <p>Parables Gospels Trinity symbolism Miracle Advent Saviour</p>

	<p>communicating their own and others' responses.</p> <p>Reflect on sources of inspiration in their own and others' lives. Identify and begin to describe similarities and differences within and between religions.</p> <p>Use specialist vocabulary to communicate their understanding Use and interpret information about religion from a range of sources.</p>	<ul style="list-style-type: none"> Jesus' command to baptise in the name of the Father, Son and Holy spirit <p>How Christianity came to Cornwall</p> <ul style="list-style-type: none"> The importance of John Wesley and Methodism in today's Cornwall. <p>Understanding God through</p> <ul style="list-style-type: none"> The human experience The natural world <p>Beliefs, values and experience</p> <ul style="list-style-type: none"> The foundation of Christian morality 10 commandments The two greatest commandments The Sermon on the mount <p>Birth and growing up and how in some traditions these relate to:</p> <ul style="list-style-type: none"> Baptism and confirmation but not other traditions The journey of life and death, why some occasions are sacred, what people think about life after death Death and the different ways funerals are conducted Different attitudes to the dead and why some Christians commemorate All Souls day and others don't Marriage Inspirational people, figures from whom believers find inspiration 	<ul style="list-style-type: none"> Prayer Stories from the Tenakh Wearing of kippah and tallit <p>Importance of repentance and forgiveness Rosh Hashanah Yom Kippur The Book of Life</p> <p>The value and expression of gratitude</p> <ul style="list-style-type: none"> Blessings before and after meals General blessings <p>Torah</p> <ul style="list-style-type: none"> The Tenakh The importance of the Torah: written and oral Stories Study of the Torah <p>The people and the land Family life Kashrut, food laws and the kitchen Life rituals Brit Milah Bar and Bat Mitzvah Bar Chayil Marriage Funerals, mourning and remembrance Festivals and celebrations The three Harvest and Pilgrim festivals</p> <p>Diversity within the Jewish community Orthodox, Masorti, Reform Liberal How that is seen in Cornwall</p> <p>Differences of opinion and practice</p> <ul style="list-style-type: none"> the place of women in the synagogue the keeping of kosher the nature of Jewish status <p>Where followers are found locally, nationally and globally</p>		
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Year 5/6	Skills	Knowledge		Vocabulary	
		Christianity	Islam/Sikhism	Tier 2	Tier 3
	<p>Describe key aspects of religions: the peoples, stories</p> <ul style="list-style-type: none"> -Holy week and the Passion narratives -The resurrection -The Ascension into Heaven where he will judge the living and dead <p>and traditions that influence the belief and values of others.</p> <p>Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>Describe how people seek to communicate with God and how this informs the language of prayer; and, how they seek to communicate their beliefs within and beyond their communities.</p> <p>Investigate the significance of religion in the local, national and global communities.</p> <p>Reflect on the impact of living in Cornwall and how this place helps to form theirs' and others' view of the world and the place of religion within it.</p> <p>Discuss their own and others' views of religious truth and belief,</p>	<p>The Christian way of life</p> <ul style="list-style-type: none"> • humans are made in the image of God and his likeness • became sinful • can be redeemed How these are expressed through stories and pictures. <p>Key figures in the history of the Church, with ref to Christianity coming to and developing in Britain</p> <ul style="list-style-type: none"> • Stories of the baptism of Jesus revealing the Trinity • Jesus' command to baptise in the name of the Father, Son and Holy Spirit • Apostles creed <p>Jesus as a historical figure, his stories told in the Gospels</p> <ul style="list-style-type: none"> • Baptism and temptations • Disciples, friends and followers • The Beatitudes and the two greatest commandments • Holy week and the Passion Narratives • The Resurrection • The Ascension into Heaven from where he will judge the living and the dead <p>The Church History of the Church, Christianity coming to and developing in Great Britain.</p> <p>The nature of the Bible A witness to the actions of God in the life of humanity and in the life of Jesus, his death, resurrection and ascension</p> <p>The old testament, new testament and the Apocrypha</p> <p>Types of writing: history, law, wisdom, prophecy, Gospels, letters</p> <p>Lent, Holy week and Easter -Ascension and Pentecost</p> <p>Worship The Eucharist, the Lord's supper, the Lord's table, the breaking of bread, Mass, Divine Liturgy</p> <p>Ways of understanding God Scripture -Teaching of the Church -Presence of the Holy spirit in the lives of Christians</p>	<p>Sikhism</p> <p>Beliefs and values Sikhs believe in one God who is</p> <ul style="list-style-type: none"> • the supreme truth • the ultimate reality • the creator of all things <p>Teachings of the Gurus (Gurbani)</p> <p>Values</p> <ul style="list-style-type: none"> • Meditation (Nam Simran) • Earning by honest means (kirat karna) • Sharing (vand chhakna) • Service to all human beings (sewa) • Acceptance of God's will (hukam) • Equality of gender • Equality of race and creed <p>The Gurus The lives and teachings of the ten gurus</p> <ul style="list-style-type: none"> • Guru Nanak • Guru Arjan • Guru Har Gobind • Guru Tegh Bahadur • Guru Gobind Singh <p>The Guru Granth Sahib</p> <p>Community</p> <ul style="list-style-type: none"> • Gurdwara <p>Symbols</p> <ul style="list-style-type: none"> • Ik Onkar • Khanda <p>Practices Holy days (Gurpurbs) Cremonies</p> <ul style="list-style-type: none"> • Naming • Turban tying • Amrit ceremony • Marriage • Death <p>The five K's</p> <ul style="list-style-type: none"> • Kesh • Kangha • Kara 	<p>Tier 2</p>	<p>Tier 3 Gospels Disciples, friends and followers</p>

	<p>expressing their own ideas.</p> <p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</p> <p>Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>Reflect on sources of inspiration in their own and others' lives.</p> <p>Identify and begin to describe similarities and differences within and between religions.</p> <p>Use specialist vocabulary to communicate their understanding.</p> <p>Use and interpret information about religion from a range of sources.</p>	<p>Why people feel attracted to Cornwall as a centre of spirituality The development of local celebrations which look beyond the origins of Christianity in Cornwall.</p> <p>The foundations of the Diocese of Truro and the importance of the Cathedral for many who live in Cornwall.</p> <p>Key Christian values Love, peace, joy, patience, kindness, goodness, faithfulness, gentleness, self-control</p> <p>Personal and corporate commitment in action personal relationships -caring and healing -attitudes to social issues - attitudes to global issues.</p>	<ul style="list-style-type: none"> • Kachera • Kirpin <p>Where followers are found locally, nationally and globally</p> <p>Islam</p> <p>TAWHID the oneness of Allah Allah's attributes as revealed in the Qur'an Allah's guidance through messengers and books</p> <p>IMAM (faith) Belief in</p> <ul style="list-style-type: none"> • unity of God • messengers of God • the book of God, the Qur'an • the prophets, especially Muhammad • day of judgement • supremacy of God's will <p>Stories from Sunnah, Hadith and Sirah</p> <p>The Qur'an as the ultimate source of guidance.</p> <p>The Prophet Muhammad, his key role as the final Prophet and recipient of the final Divine revelation.</p> <p>IBADAH (worship and belief in action) The five pillars of Islam Shahadah, Salah, Sawm, Zakah, Hajj</p> <p>AKHLAQ (Character and moral conduct) The Mosque as a social, religious, educational and welfare centre</p> <ul style="list-style-type: none"> • Haram Sharif in Makkah • The Prophet's mosque in Madinah <p>Al-Aqsa Mosque in Jerusalem</p> <p>Where followers are found locally, nationally and globally</p>		
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