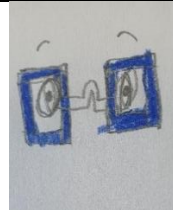
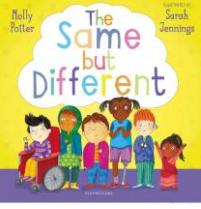
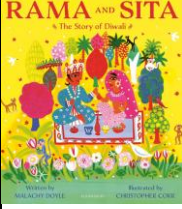
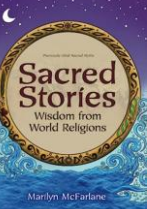
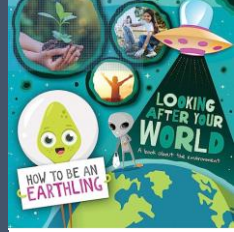
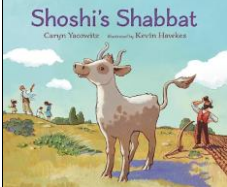
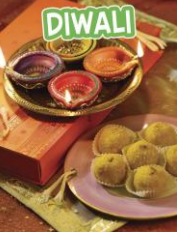
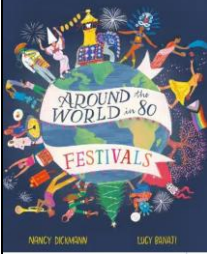
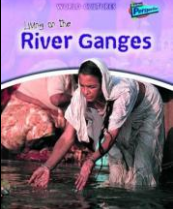
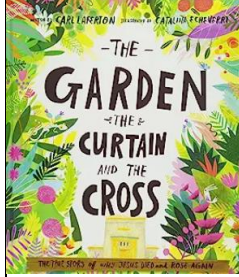


Characteristics of Learning								
								
Be curious	Be resilient	Be critical	Be independent	Be ready	Be focused	Be proud	Be resourceful	Be creative

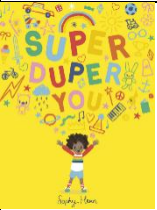
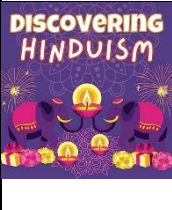
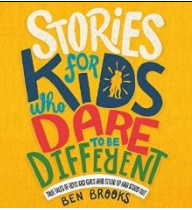
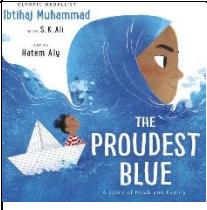
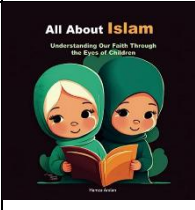
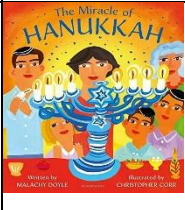
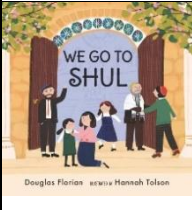
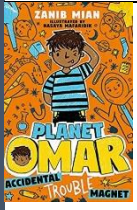
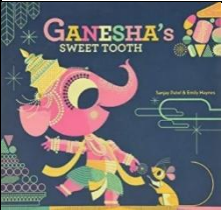
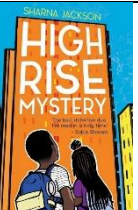
EYFS			
ELG	Understanding the World	People, Culture and Communities	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, 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 on knowledge from stories, non-fiction texts and (when appropriate) maps.
	Personal, Social and Emotional Development	Self-Regulation	- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.

DfE Guidance
Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. “The curriculum for a maintained school must be balanced and broadly based one which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.’” Section 2 79 (1) School Standards Framework Act. Breadth and depth can be achieved in RE, if the following are taken into account: - RE should provide opportunities for pupils to develop positives attitudes and values and to reflect and relate their learning in RE to their own experience. - Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. - Build on the statutory requirements, it is recommended that there should be a wide-ranging study of religion and belief across the key stages as a whole. - Not all religions need to be studied as the same depth or in each key stage, but all that are studied should be studied in a way that it coherent and promotes progression. - Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values. - The study of religion should be based on the legal requirement and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldwide views, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross curricular dimensions.

2 Year Rolling Programme							
	EYFS	KS1		LKS2		UKS2	
	Year A (only)	Year A	Year B	Year A	Year B	Year A	Year B
Autumn Term 1	Christianity/Judaism What makes people special? F4 Being special: where do we belong?	Christianity What do Christians believe about God? Cornwall Syllabus: Who do Christians say made the world?	Christianity Is it possible to be kind to everyone all the time? Cornwall Syllabus: How should we care for others and for the world, and why does it matter?	Hinduism- Sanatana Dharma Does visiting the Ganges make a person a better Sanatani? Cornwall Syllabus: How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious	Judaism What is the best way for a Jew to lead a good life? Cornwall Syllabus: What is it like for someone to follow God?	Humanism How do inspirational people impact on how humanists live today? Cornwall Syllabus: Why do some people believe in God and some not and what matters most to Humanists, Christians?	Islam What is the best way for a Muslim to show commitment to God? Cornwall Syllabus: What does it mean to be a Muslim in Britain today?
Autumn Term 2	Christianity What is Christmas? F1 Why is the word ‘God’ so important to Christians? F2 Why is Christmas special for Christians?	Christianity What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Cornwall Syllabus: Why does Christmas matter to Christians?	Christianity Why do Christians believe God gave Jesus to the world? Cornwall Syllabus: Why does Christmas matter to Christians?	Christianity Has Christmas lost its true meaning? Cornwall Syllabus: Why do Christians believe Jesus was the Messiah?	Christianity What is the most significant part of the nativity story for Christians today? Cornwall Syllabus: Why do Christians believe Jesus was the Messiah?	Christianity Is the Christmas story true? Cornwall Syllabus: Creation and science: conflicting or complementary?	Christianity How significant is it that Mary was Jesus’ mother? Cornwall Syllabus: Why do Christians believe Jesus was the Messiah?
Spring Term 1	Hinduism How do people celebrate?	Judaism Who is God to the Jews? Cornwall Syllabus: Who is Jewish and how do they live?	Islam Who is God to Muslims? Cornwall Syllabus: Who is a Muslim and how do they live?	Christianity Could Jesus heal people? Were these miracles or is there some other explanation? Cornwall Syllabus: How and why do people try to make the world a better place? Christians, Muslims, non-religious	Judaism How do Jewish beliefs, teachings and stories impact on daily life? Cornwall Syllabus: Why is the Torah so important to Jewish people?	Hinduism- Santana Dharma How can Brahman be everywhere and everything? Cornwall Syllabus: What do Hindus believe God is like?	Christianity Is anything ever eternal? Cornwall Syllabus: For Christians, what kind of king is Jesus?
Spring Term 2	Christianity What is Easter? F3 Why is Easter special for Christians?	Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Cornwall Syllabus: Why does Easter matter to Christians?	Christianity How important is it to Christians that Jesus came back to life after His crucifixion? Cornwall Syllabus: Why does Easter matter to Christians?	Christianity What is ‘good’ about Good Friday? Cornwall Syllabus: Why do Christians call the day Jesus died ‘Good Friday’?	Christianity Is forgiveness always possible for Christians? Cornwall Syllabus: What kind of world did Jesus want?	Christianity How significant is it for Christians to believe God intended Jesus to die? Cornwall Syllabus: How do Christians decide how to live? ‘What would Jesus do?’	Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth? Cornwall Syllabus: How do Christians decide how to live? What would Jesus do?
Summer Term 1	Christianity/Hinduism What can we learn from stories? F6 Which stories are special and why?	Judaism Is Shabbat important to Jewish children? Cornwall Syllabus: Who is Jewish and how do they live?	Islam How important is the prophet Muhammad to Muslims? Cornwall Syllabus: What does it mean to belong to a faith community?	Humanism What motivates Humanists to live good lives? Cornwall Syllabus: How and why do people try to make the world a better place? What matters to most to Humanists, Christians?	Judaism How does celebrating Shavuot help Jewish children feel closer to God? Cornwall Syllabus: How do festivals and family life show what matters to Jewish people?	Hinduism- Santana Dharma Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Cornwall Syllabus: Why do Hindus wan to be good?	Islam Does belief in Akhirah (life after death) help Muslims lead good lives? Cornwall Syllabus: How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindu, non-religious.
Summer Term 2	Christianity, Islam, Judaism What makes places special? F5 Which places are special and why?	Judaism Does visiting the synagogue help Jewish children feel closer to God? Cornwall Syllabus: What does it mean to belong to a faith community?	Curriculum Kernewek: What makes some people and places sacred?	Hinduism- Sanatana Dharma What is the best way for a Sanatani to lead a good life? Cornwall Syllabus: What does it mean to be a Hindu in Britain?	Curriculum Kernewek: How and why do people in Cornwall mark significant events in community life?	Christianity What is the best way for a Christian to show commitment to God? Cornwall Syllabus: What does it mean to be a Muslim in Britain today?	Curriculum Kernewek: Does faith help people in Cornwall when life gets hard?

RE Curriculum Plan – Cycle A												
	Stara Class			Henwood Class			Plusha Class			Caradon Class		
	YR (1 year only plan)			Y1	Y2		Y3	Y4		Y5	Y6	
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Intent and key content	Christianity/Judaism What makes people special? Christianity What is Christmas?	Hinduism How do people celebrate? Christianity What is Easter?	Christianity, Islam, Hinduism What can we learn from stories? Christianity, Islam, Hinduism What makes places special?	Christianity What do Christians believe about God? Christianity What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Judaism Who is God to the Jews? Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism Is Shabbat important to Jewish children? Judaism Does visiting the synagogue help Jewish children feel closer to God?	Hinduism-Sanatana Dharma Does visiting the Ganges make a person a better Sanatani? Christianity Has Christmas lost its true meaning?	Christianity Could Jesus heal people? Were these miracles or is there some other explanation? What is good about Good Friday?	Humanism What motivates humanists to live good lives? Hinduism-Sanatana Dharma What is the best way for a Sanatani to lead a good life?	Humanism How do inspirational people impact on how humanists live today? Christianity Is the Christmas story true?	Hinduism How can Brahman be everywhere and everything? Christianity How significant is it for Christians to believe God intended Jesus to die?	Hinduism-Sanatana Dharma Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Christianity What is the best way for a Christian to show commitment to God?
Related/suggested Texts												
Prior knowledge	New knowledge	New knowledge	New knowledge	An understanding of believing in something. (YR). There are different types of people. (YR)	Who Jesus is (YR) What Easter is (YR)	YR – what makes people special	Knowing how Hindus celebrate (YR) What Christmas is (YR/ Y1/2)	The importance of Jesus (Y1/2) The Easter story (YR, Y1/2)	Hindu beliefs (YR)	Ways Hindus celebrate their faith (Y3/4) The Christmas story (Y3/4)	What Brahman is (Y3/4) The Easter story (Y3/4)	Hindu beliefs (Y3/4 Y5/6) What commitment in faith means (Y5/6)
Composite	Q1. What makes people special? Q2. What is Christmas?	Q1. How do people celebrate? (Hinduism) Q2. What is Easter?	Q1 What can we learn from stories? Q2. What is Christmas?	Q1. What do Christians believe about God? Q2. What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Q1. Who is God to the Jews? Q2 Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Q1. Is Shabbat important to Jewish children? Q2. Does visiting the synagogue help Jewish children feel closer to God?	Q1. Does visiting the Ganges make a person a better Sanatani? Q2. Has Christmas lost its true meaning?	Q1. Could Jesus heal people? Q2. What is good about Good Friday?	Q1. What motivates Humanists to live good lives? Q2. What is the best way for a Sanatani to lead a good life?	Q1. How do inspirational people impact on how humanists live today? Q2. Is the Christmas story true?	Q1. How can Brahman be everywhere and in everything? Q2. How significant is it for Christians to believe God intended Jesus to die?	Q1. Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Q2. What is the best way for a Christian to show commitment to God?
Components	Q1. What things do you like to do with your family? What makes us special? Who would be your role model and why? Why do you think Jesus is special? Would it be easy to help everybody? Why do we have rules? Q2.	Q1. What would you like to achieve this year? Is it easier to work with others to achieve a goal? How is Chinese New Year celebrated? Why do some people celebrate Nowruz? How do people celebrate Nowruz? Q2.	Q1: What can we learn from different stories from around the world? Q2. What makes a home special? How do homes look different around the world? Who could a place be special to?	Q1. What does it mean to look after something? How do Christians believe the world was created? How does God want us to treat his creation? How would God feel about the way people treat our world? How will you help look after our world? Q2:	Q1: What does it mean to trust? How did some important Jewish beliefs begin? How did the story of Judaism begin? What are the Ten Commandments? Why are Abraham and Moses important to Jewish people today? What rules could I follow to live a happy life? Q2:	Q1: What is my favourite day and why is it special? What is the Jewish creation story? How is Shabbat celebrated? Why might a Jewish family go to a synagogue to celebrate Shabbat? What happens on Shabbat? Why is regular rest good for me? Q2:	Q1. What is the importance of water? Do the Sanatani believe that Brahman is one supreme deity who is everywhere and in everything? What actions do Sanatanis carry out in the river Ganges? Why do Sanatanis carry out certain actions in the river Ganges? Why water is important?	Q1. What is a miracle? What did the story of the blind man teach us? Can Jesus complete miracles to heal people? Were Jesus' miracles just stories? Could Jesus heal people? If you could perform a miracle, what would it be? Q2.	Q1: What is a "good" life? What rule might a Humanist choose to live by to live a good life? What might a Humanist believe about how the world began? What actions may a Humanist take to live a good life? What are some actions a Humanist	Q1: What are the characteristics of a role model? How might Albert Einstein inspire a Humanist and why? How might Charles Darwin inspire a Humanist? Why and how might Alice Roberts inspire a Humanist? What is something that has inspired me and how I live?	Q1: How are we unique? What is Brahman? What do the tri-murti represent? What do Hindus tell their children about God? What are my thoughts about Brahman? How might the idea of God being everywhere change a Hindu's actions? Q2:	Q1: What is Karma? How does Samsara compare to the Christian belief about life after death? How can Moksha be achieved? Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Q2:

	Why do we give presents? What key things happen in the Christmas story? Why were the shepherds important in the Christmas story? Why did the wise men visit Jesus? How do we celebrate Christmas?	What happens during Holi? Q2. How do we know it is spring? What changes happen in spring? What things happen at Easter? Why were Christians excited to see Jesus? Why was Jesus praying to God in the garden of Gethsemane? What was the miracle of Easter?	What makes a church special? What makes a Mosque special? What makes a synagogue special?	Why might we give gifts? Why were gifts given to baby Jesus? How were the gifts an important part of the nativity story? What gifts would be given Jesus if he was born today? How does it feel to give and receive gifts?	Q2: What are the qualities of people I admire? Why was Jesus important to those around him? How was Jesus welcomed on Palm Sunday? What is the Easter story? Who is someone I admire and why?	What is my favourite place and why is it special to me? What might you see at the synagogue? What is the Jewish Holy Book? What clothing do Jews wear when visiting the synagogue? How do Jews worship in the synagogue? Where is my special place?	How is water protected? Q2. How do we celebrate Christmas? What does Christmas mean to Christians? How do non-Christians still celebrate Christmas? Has the true meaning of Christmas been lost? If you could give the world a gift, what would it be?	How can we make good of bad situations? Why did Jesus not leave after the last supper? What was good about Good Friday? Why did the people need forgiving? Who was Good Friday good for? What are you grateful for?	might take to lead a good life? What would motivate me to lead a better life? Q2: How do my actions have consequences for myself and others? What are the Sanatani beliefs in Karma, Atman and Moksha? How does a Sanatani live a good life through prayer and dedication to God? What might some Sanatanis believe about doing good for society? What are different ways I could lead a good life? How could I take actions to lead a good life which might have a positive impact on the future?	How might the people we have studied be a role model to me and others? Q2: Why do we have different accounts of things which have happened in the past? Who was at the birth of Jesus? How are different accounts of the nativity story the same and different? Is the meaning of the Christmas story the same?	What does it mean to have control over your life? What does Christianity tell us God's plan for Jesus was? Was Jesus aware of God's plan? What were the key happenings in the Holy week? Was Jesus aware of what was going to happen to him? Can our lives be pre-determined?	Is it ever ok to tell a lie? Which of the 10 commandments show most commitment to God? What does it mean to 'love thy neighbour as thyself' and how can we do this? Can Christians show commitment to God if they don't go to church every Sunday? What are the most important ways Christians can show their commitment to God?
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RE Curriculum Plan – Cycle B												
	Stara Class			Henwood Class			Plusha Class			Caradon Class		
	YR			Y1		Y2	Y3		Y4	Y5		Y6
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Intent and key content	Christianity/Judaism What makes people special? Christianity What is Christmas?	Hinduism How do people celebrate? Christianity What is Easter?	Christianity, Islam, Hinduism What can we learn from stories? Christianity, Islam, Hinduism What makes places special?	Christianity Is it possible to be kind to everyone all of the time? Christianity Why do Christians believe God gave Jesus to the world?	Islam Who is God to Muslims? Christianity How important is it to Christians that Jesus came to back to life after His crucifixion?	Islam How important is the prophet Muhammad to Muslims? Curriculum Kernewek What makes some people and places sacred?	Judaism What is the best way for a Jew to lead a good life? Christianity What is the most significant part of the Nativity story for Christians today?	Judaism How do Jewish beliefs, teachings and stories impact on daily life? Christianity Is forgiveness always possible for Christians?	Judaism How does celebrating Shavuot help Jewish children feel closer to God? Curriculum Kernewek How and why do people in Cornwall mark significant events in community life?	Islam What is the best way for a Muslim to show commitment to God? Christianity How significant is it that Mary was Jesus’ mother?	Christianity Is anything ever eternal? Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Islam Does belief in Akhirah (life after death) help Muslims live good lives? Curriculum Kernewek Does faith help people in Cornwall when life gets hard?
Related/suggested Texts												
Prior knowledge	New knowledge	New knowledge	New knowledge	An understanding of believing in something. (YR). There are different types of people. (YR)	Islam stories in YR. Understand of prayer (YR) The Easter story (YR)	Special places (YR)	Cycle A KS1 – Shabbat, Rosh Hashanah and Yom Kippur Cycle A- KS1 The Christmas story	Understanding of Jewish faith (Cycle A KS1 And AT)	What being Jewish means (AT, SP) Special places ((YR, Y1/2)	What commitment means in religion (Y3/4) Ways Muslims show commitments (Y1/2)	New learning	Understanding about ‘living forever’ (SP)
Composite	Q1. What makes people special? Q2. What is Christmas?	Q1 How do people celebrate? (Hinduism) Q2. What is Easter?	Q1. What can we learn from stories? Q2. What makes places special?	Q1. Is it possible to be kind to everyone all of the time? Q2. Why do Christians believe God gave Jesus to the world?	Q1. Who is God to Muslims? Q2 How important is it to Christians that Jesus came back to life after crucifixion?	Q1. How important is the prophet Muhammad to Muslims? Q2. What makes some people and places sacred?	Q1. What is the best way for a Jew to lead a good life? Q2. What is the most significant part of the Nativity story for Christians today?	Q1. How do Jewish beliefs, teachings and stories impact on daily life? Q2, Is forgiveness always possible for Christians?	Q1. How does celebrating Shavuot help Jewish children feel closer to God? Q2. How and why do people in Cornwall mark significant events in community life?	Q1. What is the best way for a Muslim to show commitment to God? Q2. How significant is it that Mary was Jesus’ mother?	Q1. Is anything ever eternal? Q2. Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Q1. Does belief in Akhirah (life after death) help Muslims live good lives? Q2: Does faith help people in Cornwall when life gets hard?
Components	Q1. What things do you like to do with your family? What makes us special? Who would be your role model and why? Why do you think Jesus is special? Would it be easy to help everybody? Why do we have rules? Q2. Why do we give presents? What key things happen in the Christmas story?	Q1. What would you like to achieve this year? Is it easier to work with others to achieve a goal? How is Chinese New Year celebrated? Why do some people celebrate Nowruz? How do people celebrate Nowruz? What happens during Holi? Q2.	Q1: What can we learn from different stories from around the world? Q2. What makes a home special? How do homes look different around the world? Who could a place be special to? What makes a church special? What makes a Mosque special? What makes a synagogue special?	Q1. How can I be kind to others? How did Jesus speak about kindness? How did Jesus show kindness to somebody that was unpopular? How did Jesus show kindness to somebody that had let him down? Do Christians think they should be kind? Why is kindness important? Q2. Why does the world need special care?	Q1: How can I show respect? What attributes do Muslims believe Allah has? What are the meanings of the names of Allah? How do Muslims show respect to Allah in their lives? What are the attributes of Allah and what do they mean? How can I show people special to me that I care? Q2: How can we remember people who have died?	Q1: What makes a person special or important? Why was Muhammad chosen to be a prophet? Why were the events in Muhammad’s life important? How do the sayings of Muhammad help Muslims? What are the most important parts of Muhammad’s life to Muslims? What qualities are important in special people? Q2. Where the special places people go to	Q1. What are agreements I have made and why are they important? Why is Abraham important to Jewish people and his commitment and trust in God? How can Jews commit to each other through marriage? How do Jewish believers try to lead a good life through doing good in the world? What are examples of things I do to live a good life and explain which ones are more or less important to me?	Q1. Why would I choose to eat certain foods and share who helps me make my food choices and why? What are some of the foods Jews would choose to eat or not eat if they keep kosher? What is the story of Passover and why it is important to Jews today? Why is Passover celebrated and why is it important to Jewish people? Why would I choose to follow an instruction not to eat certain foods, whom I	Q1. What are my thoughts on what it feels like to belong to a group or a community? What is Shavuot celebrating and what consider rules for the world today? How do Jewish families celebrate Shavuot today? What is the importance of the Shema prayer and how does it impact Jewish lives today? What are the celebrations and why they are special? What affirmation can I create why?	Q1. What is commitment? What are the five pillars of Islam? How does prayer show commitment? How does Sawm show commitment? How does Ramadan show commitment? Q2. What are the qualities needed in different people because of the important jobs they are chosen to do? What does the Bible say about why Mary was chosen to be Jesus’ mother?	Q1. Why do I think some things will last forever and what I mean by that? What are the different types of love and will be able to last for ever? What are the Christian beliefs in heaven and what actions might a Christian take to obtain eternal life? What are the Christian beliefs in forgiveness and eternal life and how might this motivate a Christian to do good? What are my own beliefs about whether	Q1. How would you stand up for something you believe in? What does leading a good life look like? How do Muslims show they are leading a good life? How does Greater Jihad show a Muslim is living a good life? What are the most important ways Muslims can live a good life? Wat does being ‘righteous’ mean to a Muslim?

Skills Progression						
Knowing about and understanding religions and worldviews						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
- Shows an interest in other people. - Understand family customs and traditions.	Christianity - Explore and retell the Christian creation story - Remember some of the Christmas story - Explain that Jesus is special to Christians. - Retell a time when Jesus showed friendship - Recall the events of Palm Sunday Judaism - Talk about how Jewish people celebrate the Shabbat. - Explain what the Chanukah symbol means.	Christianity - Remember something - Jesus said or did to be kind. - Explain that Christians believe Jesus was a gift from God. - Recall what Christians believed happened on Easter Sunday. Judaism - Explain what happens when Jewish people celebrate Passover. - Explore how Jewish people show commitment to God. Islam - Explain what happens when Muslims complete Hajj	Christianity - Start to explain the Christian belief that Jesus was God in human form. - Explore viewpoints about one of Jesus’ miracles. - Tell you why Jesus’ death is important to Christians.	Christianity - Describe what Christians learn from the Christmas story. - Say how some events in Holy Week tell Christians about Jesus’ identity and purpose. - Explore how Christians show commitment to God. Hinduism - Understand that for Hindus Brahman is in everything. - Explore how Hindu’s show their commitment to God	Christianity - Describe ways in which Christianity seems to be a strong religion today. - Describe what Christians might learn about the after-life from Bible stories - Describe some of the ways in which people can show fairness in today’s society - Explore different celebrations and traditions for all religions. Islam - Explore how Muslims show commitment to God. - Describe how Muslims might try to lead lives respectful to God.	Christianity - Describe ways in which Christianity seems to be a strong religion today. - Describe what Christians might learn about the after-life from Bible stories - Describe some of the ways in which people can show fairness in today’s society - Explore different celebrations and traditions for all religions. Islam - Explore how Muslims show commitment to God. Describe how Muslims might try to lead lives respectful to God.

Skills Progression						
Gaining and deploying the skills for studying religions and world views						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
- Different things make me unique. - Understand that we don’t always enjoy the same things. - Talk about the past and present. - Understand that we don’t all do the same things.	- Use creative ways to express their own ideas about the creation story. - Ask some questions about believing in God and offer some ideas of their own.	- Ask and suggest answers to questions arising from stories across more than one faith. - Talk about issues of good and bad, right and wrong arising from stories. - Respond to examples of cooperation between different people.	- Suggest some ideas about good ways to treat others arising from their learning. - Find out about at least two teachings from religions about how to live a good life.	- Ask questions and suggest some of their own responses to ideas about God. - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. - Discuss their own and others’ ideas about why humans do bad things and how people try to put things right. - Discuss their own ideas about how people decide right and wrong.	Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.	- Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today. - Suggest ideas of ways in which we can show fairness in our lives.

Skills Progression Expressing and communicating ideas related to religions and worldviews						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Different things make me unique. Understand that we don't always enjoy the same things. Talk about the past and present. Understand that we don't all do the same things.	- Express an opinion about creation - Talk about how the world got here. - Make links between things that are important to me. - Talk about my friends and why I like them. - Explore what it means to be a good friend. - Explain how belief can affect decision making.	- Explain why we should be kind with reasons. - Discuss why Christians believe God gave Jesus to the world. - Suggest the most and least important things Jewish people do that God asks them to do. - Offer my own opinion about the empty tomb on Easter Sunday. - Explain how Diwali might bring a sense of belonging to Hindus. - Discuss why completing a Hajj is important to Muslims.	- Explore what Christmas means to me. - Start to explore my own views on Jesus' miracles and resurrection. - Begin to explain why I think sharing is important to Sikhs or not. - Explore the reasons why Sikhs believe joining the Khalsa makes them a better Sikh. - Begin to tell you if I think sharing is important to Sikhs or not. - Tell you how Sikhs might express their special relationship with God.	- Compare different people's views on Christmas. - Ask important questions about how forgiveness is possible. - Understand the importance of worshipping God to Christians. - Explore the importance of being happy to Buddhists. - Explore the Buddhist belief of one God with many different aspects - Explain how Buddhist teachings help Buddhists to lead a good life. - Identify why different parts of the Noble	- Understand that there are different degrees of showing commitment to God through religion - Consider whether Jesus knew that he was going to be crucified. - Recognise what I think about some Hindu beliefs showing respect. - Start to explain why I think some religious practises are more important than others.	- Explore why being fair is important in today's society. - Identify why leading a good life might be a good idea. - Consider whether Christianity is still a strong religion now. - Discuss the importance of Christmas celebrations and traditions in relation to Jesus - Consider how different celebrations help us understand more about Jesus. - Ask important questions about eternity.

Skills Progression Gaining and deploying the skills for studying religions and world views						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
- Different things make me unique. - Understand that we don't always enjoy the same things. - Talk about the past and present. - Understand that we don't all do the same things.	- Use creative ways to express their own ideas about the creation story. - Ask some questions about believing in God and offer some ideas of their own.	- Ask and suggest answers to questions arising from stories across more than one faith. - Talk about issues of good and bad, right and wrong arising from stories. - Respond to examples of cooperation between different people.	- Suggest some ideas about good ways to treat others arising from their learning. - Find out about at least two teachings from religions about how to live a good life.	- Ask questions and suggest some of their own responses to ideas about God. - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. - Discuss their own and others' ideas about why humans do bad things and how people try to put things right. - Discuss their own ideas about how people decide right and wrong.	Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.	- Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today. - Suggest ideas of ways in which we can show fairness in our lives.

Religious Education SEND Strategies	
	Here is how we will help:
Attention Deficit Hyperactivity Disorder	• Praise positive behaviour at each step to encourage an increase in self-esteem • Ensure clear instructions are given throughout the lesson • Provide time limited learning breaks • Ensure step by step instructions are given, so each child knows what part of the lesson they are working on (For example, the design, the creation or the evaluation) • Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate • Provide art tools when necessary to avoid distractions during teacher input
Anxiety	• Ensure the child knows the support on offer before the lesson begins • Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson • Teach problem solving before the lesson, and strategies to overcome problems that may be faced • Model how to use art tools before setting any work • Use a ‘Now and Next’ board to explain any changes to the routine, for example, if your child will be sitting somewhere else to complete group work, manage this before it happens
Autism Spectrum Disorder	• Use a visual timetable so the child knows what is happening at each stage of the session/day • Understand if the child is hypo-sensitive or hyper-sensitive and how they will manage the sensory work you are asking them to partake in, providing electronic alternative programmes where needed • Provide materials and textures that they can use and understand this information before the lesson • Avoid changing seating plans • Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. • Use simple, specific instructions that are clear to understand • Understand your student’s skills and where their starting place is • Use Art tools made of specific materials to support sensory processing
Dyscalculia	• Provide concrete resources to help with line drawing and drawing to scale • Ensure the child knows the support available on offer before the lesson begins
Dyslexia	• Use simple, specific instructions that are clear to understand • Pre-teach vocabulary linked to Art that will help the child to success in the lesson like shading, drawing, exploring and collage • Differentiate the learning intention so that the child understands what is being asked of them • Model how to use Art tools before setting the work
Dyspraxia	• Make the most of the large spaces before starting projects • Ensure the tools you are using are accessible to the child • Provide a lesson breakdown, with a clear end, a tick list might be beneficial • Provide an equipment list, words, or visuals with the tools and materials that are needed during that lesson • Model how to use Art tools before setting the work • Differentiate the size and scale of a project and its end result
Hearing Impairment	• Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage • Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency • Try to arrange tables in a circular shape • Provide sign language visuals where possible
Toileting Issues	• Encourage children to use the toilet before working on a piece of artwork, as they may feel this isn’t as easy when they are wearing paint clothes and covered in paint and chalk etc. • Encourage children to wear protective clothes that make access to the bathroom more manageable
Cognition and learning challenges	• Use visuals to break each stage of the lesson down into clear, manageable tasks • Use language that is understood by the child, or take the time to pre-teach language concepts including paint, draw, sketch etc. • Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently • Model how to use Art tools before setting the work • Physically demonstrate the lesson and the expectations especially if following the work of a specific artist • Support children with their organisation in the lesson and model this where possible, before the lesson begins
Speech, Language & Communication Needs	• Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly • Use a visual timetable where necessary • Use visuals on resource lists • Use visuals on resource boxes so children know which ones to access • Encourage evaluations to be done using pictures and child’s voice where possible and then recorded by an adult
Tourette Syndrome	• Provide short, simple, clear instructions • Try to keep the children calm in a lesson, although, Art can be exciting, as this can lead to a tic • Place resources at a safe distance especially if tics are happening at the time of the lesson
Experienced Trauma	• Provide opportunities to be curious and explore the tools and resources that children will use • Use simple, specific instructions that are clear to understand, and deliver these slowly • Before the lesson come up with strategies for if difficulties occur during the lesson and ways these can be overcome, reminding children that Art is about taking risks in our work and expressing ourselves
Visual Impairment	• Provide children with extra-large pieces of paper to work on • Make sure resources are well organised and not cluttered • Ensure the child is positioned in a well-lit space before beginning an activity