



RE Curriculum

BIG IDEAS



Making sense of beliefs

I can make sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

Making Connections

I can evaluate, reflect on and connect the beliefs and practices studied; challenge ideas studied; recognizing possible connections between these and my own life and ways of understanding the world.

Understanding the Impact

I can examine how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.



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The 2020—2025 Cornwall Agreed Syllabus has been created for Cornwall SACRE and approved by Cornwall Council. As a Cornish School, we follow the Agreed Syllabus.

BIG IDEA	KS1	KS2
<p>Making Sense of Beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> ◇ identify 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 	<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 core concepts studied ◇ offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers ◇ identify and explain the core beliefs and concepts studied, using examples from texts/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 some ways in which believers interpret texts/sources of authority
<p>Making Connections Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</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 practice 	<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 practice ◇ 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 practice in different ways, e.g. in different communities, denominations or cultures
<p>Understanding the Impact Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</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 	<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 ◇ 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 views they have and the connections they make



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Skills and Vocabulary Progression

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Religion/belief	Christianity + others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews	
<p>Christianity: <i>God</i> <i>Creation</i> <i>Fall</i> <i>People of God</i> <i>Incarnation</i> <i>Gospel</i> <i>Salvation</i> <i>Kingdom of God</i></p>	<p>F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]</p>	<p>1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]</p>	<p>L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/ Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]</p>	<p>U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]</p>
<p>Buddhism: <i>Buddha</i> <i>Dhamma Sangha</i></p>				
<p>Hinduism: <i>Samsara and moksha</i> <i>Brahman (God) and atman</i> <i>Karma and dharma</i></p>			<p>L2.7 What do Hindus believe God is like? [Brahman/<i>atman</i>] L2.8 What does it mean to be Hindu in Britain today? [<i>Dharma</i>]</p>	<p>U2.7 Why do Hindus want to be good? [<i>Karma/dharma/samsara/ moksha</i>]</p>
<p>Islam: <i>God/Tawhid</i> <i>Iman (faith)</i> <i>Ibadah (worship)</i> <i>Akhirah (life after death)</i> <i>Akhlaq (virtue/morality)</i></p>		<p>1.6 Who is a Muslim and how do they live? [God/ <i>Tawhid/ ibadah/ iman</i>]</p>	<p>L2.9 How do festivals and worship show what matters to a Muslim? [<i>Ibadah</i>]</p>	<p>U2.8 What does it mean to be a Muslim in Britain today? [<i>Tawhid/ iman/ ibadah</i>]</p>



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Skills Progression

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Judaism: God Torah The People and the Land		1.7 Who is Jewish and how do they live? [God/Torah/People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]
Sikhism: God Values (Nam Simran, kirat karna, vand chhakna, seva) The Gurus Panth (community)				
Non-religious worldviews				U2.10 What matters most to Humanists and Christians?
Thematic	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?		



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ASSESSMENT: Disciplinary Knowledge

These questions tease out the disciplinary knowledge within each subject – and should work when discussing any block of learning completed in the unit. How does each lesson contribute to being able answer the disciplinary questions?

KS1	KS2
<ol style="list-style-type: none">1. What religion(s) have I been learning about?2. What have I been learning about within this religion?3. Have I been able to demonstrate an understanding of a different religious viewpoint?4. How do my beliefs align with the aspects of the religion I have been learning about?	<ol style="list-style-type: none">5. What religion(s) have I been learning about?6. What aspects of this/these religions have I been learning about?7. Have I been able to demonstrate an understanding of the beliefs and practices associated with this religion?8. Have I been able to demonstrate an understanding of different religious viewpoints?9. What do I believe personally about the ultimate question?



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END POINTS

ME	WILL	WHAT IF?	WHY?
<p>I can recall simple information about celebrations.</p> <p>I can respond to simple questions sharing my opinion</p> <p>I can focus and connect my knowledge and understanding with national issues or current events</p>	<p>I can make sense of core religious and non-religious beliefs and concepts; explaining what these beliefs mean within their traditions; describing how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation</p>	<p>The curriculum challenges me to understand prejudice and discrimination and to develop and demonstrate shared values across religions and non-religious beliefs/approaches</p>	<p>I can evaluate, reflect on and connect the beliefs and practices of a range of religions recognizing possible connections between these and my own life and ways of understanding the world</p> <p>I can examine how and share my ideas as to why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world</p>
WE	WIGGLE	WOBBLE	
<p>I can collaboratively retell stories using drama, film, IT and appropriate effects and sympathetic atmosphere</p> <p>I can describe and show understanding of their own and other religions</p>	<p>I know that religious practice involves rituals that link and develop physical and mental challenge</p> <p>I have been given the opportunity to explore religious and non-religious worldviews through a variety of creative sources, expression and media</p>	<p>Talk freely about ideas and opinions in relation to struggle and hardship and the concept of compromise, sacrifice and forgiveness explaining connections with my own life experiences</p>	