

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
RE Cornwall Agreed Syllabus for RE 2020 – 2025	Year 1 & 2 Unit 1.10 Christianity, Judaism, Islam What does it mean to belong to a faith community? I can recognise that loving others is important in lots of communities. I can say simply what Jesus and one other religious leader taught about loving other people. I can give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony. I can suggest what the actions and symbols mean in these welcome ceremonies. I can 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) I can 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. Unit 1.1 (UC) Christianity (God) What do Christians believe God is like? I can identify what a parable is. I can 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. I can give clear, simple accounts of what the story means to Christians. I can 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). I can give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God). I can think, talk and ask questions about what can be learnt from the story for themselves, exploring different ideas	Year 1 & 2 Unit 1.7 Judaism Double Unit. Who is Jewish and how do they live? I can recognise the words of the Shema as a Jewish prayer I can retell simply some stories used in Jewish celebrations (e.g. Chanukah) I can give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like I can give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) I can make links between Jewish ideas of God found in the stories and how people live I can give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) I can talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas I can give a good reason for my ideas about whether reflecting, thanking, praising and remembering have something to say to me too.	Year 1 & 2 Unit 1.2 Christianity (Creation) Who do Christians say made the world? I can retell the story of creation from Genesis 1:1–2:3 simply I can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible I can say what the story tells Christians about God, Creation and the world I can give at least one example of what Christians do to say ‘thank you’ to God for Creation I can think, talk and ask questions about living in an amazing world I can give a reason for the ideas I have and the connections I make between the Jewish/Christian Creation story and the world I live in. Unit 1.9 Christianity, Judaism and non-religious. How should we care for the world and for others and why does it matter? I can identify a story or text that says something about each person being unique and valuable. I can give an example of a key belief some people find in one of these stories (e.g. that God loves all people). I can give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. I can 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. I can give examples of how Christians and Jews can show care for the natural earth I can say why Christians and Jews might look after the natural world. I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	Year 1 & 2 Unit 1.6 Islam Who is Muslim and how do they live? I can recognise the words of the Shahadah and that it is very important for Muslims I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean I can give examples of how stories about the Prophet show what Muslims believe about Muhammad I can give examples of how Muslims use the Shahadah to show what matters to them I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) I can give examples of how Muslims put their beliefs about prayer into action I can think, talk about and ask questions about Muslim beliefs and ways of living I can talk about what I think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too. Unit 1.3 Christianity (Incarnation) Why does Christmas matter to Christians? I can recognise that stories of Jesus’ life come from the Gospels I can give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas I can think, talk and ask questions about Christmas for people who are Christians and for people who are not I can decide what I personally have to be thankful for, giving a reason for my ideas	Year 1 & 2 Unit 1.6 Islam Who is a Muslim and how do they live? Part 2 I can recognise the words of the Shahadah and that it is very important for Muslims I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean I can give examples of how stories about the Prophet show what Muslims believe about Muhammad I can give examples of how Muslims use the Shahadah to show what matters to them I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) I can give examples of how Muslims put their beliefs about prayer into action I can think, talk about and ask questions about Muslim beliefs and ways of living I can talk about what I think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too. Unit 1.5 (UC) Salvation Why does Easter matter to Christians? I can recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) I can recognise that Jesus gives instructions about how to behave I can give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter I can 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.	Year 1 & 2 Unit 1.4 (Gospel) What is the ‘good news’ Christians believe Jesus brings? I can tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians I can recognise that Jesus gives instructions to people about how to behave I can 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 I can 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) I can 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 my ideas. Local Unit 1.8 What makes some people and places in Cornwall sacred? I can recognise that there are special people and places in Cornwall that are sacred to believers. I can identify at least three sacred/holy places in Cornwall and say how they are used, why they are important and why people do there. I can retell a story about a Cornish Saint and connect this story to the local area. I can give examples of stories, objects and symbols used in churches which show what people believe. I can talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this. I can identify differences between some sacred places. I can think, talk and ask good questions about what happens at a sacred place and give good reasons for my ideas.
RE Key Vocabulary	Year 1 Challah, Chanukah, Creation, Hanukkah, Hashanah, Kippah, Menorah, Mezuzah, Passover, Pesach, Seder, Plate, Rosh, Rosh Hashanah, Shabbat, Sukkot, Synagogue, Torah, Yom Kippur Year 2 Advent, Allah, Christingle, Crucifixion, Eid-ul-Fitr, Kaaba, Mecca, Mosque, Muslim, New Testament, Old Testament, Qur’an, Ramadan, Resurrection, Salah, Symbol					
Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
RE Cornwall Agreed Syllabus for RE 2020 – 2025	Year 3 & 4 Unit L2.1 (UC) Christianity (Creation) What do Christians learn from the Creation Story? (UC) Creation I can place Creation on a timeline of the Bible’s big story. I can make links between Genesis 1 and what Christians believe.	Year 3 & 4 Unit L2.9 Islam (Ibadah) How do festivals and worship show what matters to a Muslim? (Ibadah/ worship) I can identify beliefs about God in Islam. I can make clear links between beliefs about God and Ibadah (worship). I can give examples of Ibadah and what they involve. E.g : fasting. I can make links	Year 3 & 4 Unit L2.4 Christianity (Gospel) What kind of world did Jesus want? I can identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’	Year 3 & 4 Unit L2.3 Christianity (God/Incarnation) What is the trinity and why is it important to Christians? I can recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains I can offer suggestions about what texts about baptism and Trinity mean I can give examples of what these texts mean to some Christians today	Year 3 & 4 Unit L2.8 Hinduism (Dharma) What does it mean to be Hindu in Britain today? I can describe how Hindus show their faith within their families in Britain today (e.g. home puja) I can describe how Hindus show their faith within their faith communities in Britain	Year 3 & 4 Unit L2.6 Christianity (Kingdom of God) For Christians, when Jesus left, what was the impact of Pentecost? I can make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth I can offer informed suggestions about what the events of Pentecost in Acts 2 might mean

	<p>I can describe what Christians do because they believe God is the Creator. I can recognise that the story of 'The Fall' gives an explanation of why things go wrong in the world.</p> <p>Unit L2.7 Hinduism (Brahman/atman) What do Hindus believe God is like? I can identify some Hindu deities and say how they help Hindus describe God I can make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God I can offer informed suggestions about what Hindu murtis express about God I can make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) I can identify some different ways in which Hindus worship I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today I can 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 my ideas</p>	<p>between the ways Muslims worship at home and in the community. I can make links between the Muslim idea of living in Harmony with the creator and with all people.</p> <p>Unit L2.2 Christianity What is it like for someone to follow God? I can make links between the story of Noah and the idea of covenant. I can make links between promises in the Noah story and promises made at a Christian wedding ceremony. I can make links between the story of Noah and how we live in school and the wider world.</p>	<p>I can suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian I can give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways I can 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.</p> <p>Unit L2.12 Christianity, Islam, Judaism, Non-religious How and why do people try to make the world a better place? I can identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) I can make links between religious beliefs and teachings and why people try to live and make the world a better place I can make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) I can describe some examples of how people try to live (e.g. individuals and organisations) I can identify some differences in how people put their beliefs into action I can 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 I can make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas I can express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views.</p>	<p>I can 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 I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what Christians believe God is like.</p> <p>Unit L2.10 Judaism (God/Torah/The people) How do Festivals and family life show what matters to Jewish people? I can identify some Jewish beliefs about God, sin and forgiveness. I can make clear links between the story of the Exodus and beliefs about God's relationship with the Jewish people. I can make simple links about Jewish beliefs about God and his people and how Jews live I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities I can 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. I can 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.</p>	<p>today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) I can identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) I can identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean I can make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) I can 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 my ideas.</p> <p>Unit L2.5 (UC) Christianity (Salvation) Why do Christians call the day Jesus died 'Good Friday'? I can recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live I can offer informed suggestions about what the events of Holy Week mean to Christians I can give examples of what Christians say about the importance of the events of Holy Week I can make simple links between the Gospel accounts and how Christians mark the Easter events in their communities I can describe how Christians show their beliefs about Jesus in worship in different ways I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for my suggestions.</p>	<p>I can give examples of what Pentecost means to some Christians now I can make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now I can describe how Christians show their beliefs about the Holy Spirit in worship I can make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for my ideas</p> <p>Unit L2.11 Local Cornwall How and why do people in Cornwall mark significant events in community life? I can identify festivals that are unique to Cornwall and explain how they started. I can offer informed suggestions about the meaning and importance of ceremonies/festivals for religious and non-religious people today in Cornwall. I can describe special times in the Cornish year and make links between beliefs and importance of these special events to the people of Cornwall. I can identify some differences in how people celebrate community life. I can raise questions and suggest answers about why it is important for everyone to feel part of a community. I can make links behind festivals that mark different times of the year in Cornwall. I can give good reasons why I think ceremonies of commitment are or are not valuable today.</p>
RE Key Vocabulary	<p>Year 3 Advent, Arabic, Ascension, Ceremony, Charity, Commitment, Communion, Eucharist, Hajj, Id-ul-Adha, Imam, Lectern, Lent, Pentecost, Prophet, Sermon, Shahada, Trinity</p> <p>Year 4 Affirmation, Brahman, Communion, Creed, Dharma, Gospel, Hindus, Holi, Incarnation, Karma, Kashrut, Lotus, Mandir, Moksha, Murtis, Om, Reincarnation, Ramadan, Salvation, Scripture, Shrine</p>					

Years 5 and 6

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<p>RE</p> <p>Cornwall Agreed Syllabus for RE 2020 – 2025</p>	<p>Year 5 & 6 Unit U2.1 Christianity (God) What does it mean for Christians to believe God is Holy and loving? I can identify some different types of biblical texts, using technical terms accurately I can explain connections between biblical texts and Christian ideas of God, using theological terms I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed I can show how Christians put their beliefs into practice in worship I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own</p> <p>Unit U2.8 Islam (Tawhid/Iman/Ibadah)</p>	<p>Year 5 & 6 Unit U2.3 Christianity (Incarnation) Why do Christians believe Jesus was the Messiah? I can explain the place of Incarnation and Messiah within the 'big story' of the Bible I can identify Gospel and prophecy texts, using technical terms I can explain connections between biblical texts, Incarnation and Messiah, using theological terms I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible I can 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 my answers.</p>	<p>Year 5 & 6 Unit U2.4 Christianity Christians and how to live? What would Jesus do? I can identify features of Gospel texts (for example, teachings, parable, narrative) I can take account of the context, suggest meanings of Gospel texts studied, and compare my own ideas with ways in which Christians interpret biblical texts I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives I can make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including my own life</p>	<p>Year 5 & 6 Unit U2.2 (UC) Christianity (Creation) Creation and science: conflicting or complementary? I can identify what type of text some Christians say Genesis 1 is, and its purpose I can take account of context and suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations I can make clear connections between Genesis 1 and Christian belief about God as Creator I can show understanding of why many Christians find science and faith go together I can identify key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses</p>	<p>Year 5 & 6 Unit 2.7 Hinduism (Kharma/Dharma/samsara/moksha) Why do Hindus want to be good? I can identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately I can give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. I can make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live I can connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. I can give evidence and examples to show how Hindus put their beliefs into practice in different ways I can make connections between Hindu beliefs studied (e.g. karma and dharma), and</p>	<p>Year 5 & 6 Unit U2.6 Christianity (Kingdom of God) For Christians, what kind of king is Jesus? I can explain connections between biblical texts and the concept of the kingdom of God I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations I can make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice I can show how Christians put their beliefs into practice in different ways I can relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today I can articulate my own responses to the idea of the importance of love and service in the world today.</p>

	<p>What does it mean to be a Muslim in Britain today? I can identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) I can describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) I can make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) I can give evidence and examples to show how Muslims put their beliefs into practice in different ways I can make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Plymouth today I can 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 I can reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>Unit 2.9 Judaism (God/Torah) Why is the Torah so important to Jewish people? I can identify and explain Jewish beliefs about God I can give examples of some texts that say what God is like and explain how Jewish people interpret them I can make clear connections between Jewish beliefs about the Torah and how they use and treat it I can make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) I can 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) I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today I can 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</p>	<p>I can articulate my own responses to the issues studied, recognising different points of view</p> <p>Unit U2.10 Christianity, Islam, Judaism, Non-religious What matters most to Humanists and Christians? I can identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) I can make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') I can make clear connections between Christian and Humanist ideas about being good and how people live I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view I can raise important questions and suggest answers about how and why people should be good I can make connections between the values studied and my own life, and my importance in the world today, giving good reasons for my views.</p>	<p>I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for my views.</p> <p>Unit U2.11 Christianity, Non-religious Why do some people believe in God and some people not? I can define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs I can identify and explain what religious and non-religious people believe about God, saying where they get their ideas from I can give examples of reasons why people do or do not believe in God I can make clear connections between what people believe about God and the impact of this belief on how they live I can give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) I can reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging I can consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not I can make connections between belief and behaviour in my own life, in the light of their learning.</p>	<p>explain how and why they are important to Hindus I can reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p> <p>Unit U2.5 (UC) Christianity (Salvation) What do Christians believe Jesus did to 'save' people? I can outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it I can explain what Christians mean when they say that Jesus' death was a sacrifice I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper I can show how Christians put their beliefs into practice in different ways I can weigh up the value and impact of ideas of sacrifice in my own life and the world today I can articulate my own responses to the idea of sacrifice, recognising different points of view</p>	<p>Local Unit 2.12 Does faith help people in Cornwall when life gets hard? I can 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. I can identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. I can make clear connections between what people in Cornwall believe about God and how they respond to challenges in life. I can give examples of ways in which beliefs about resurrection/judgment /heaven/reincarnation make a difference to how someone lives. I can consider Cornwall as a place of refuge, inspiration and challenge I can offer a reasoned response to the unit question, with evidence and examples, expressing insights of my own</p>
<p>RE Key Vocabulary</p>	<p>Year 5 Acceptance, Atheist Agnostic, Fasting, Five Pillars of Islam, - Shahadah (profession of faith), - Salahj (prayer), - Zakat (alms, charity), - Sawm (fasting), - Hajj (pilgrimage), Hijab, Halal, Lent, Lunar Calendar , Maundy Thursday, Mission, Palm Sunday, Purity, Ritual, Temptation, Tolerance</p> <p>Year 6 Moral Code, Anglican, Baptist. Catholic, Denomination, Humanist, Pentecostal Non-conformist Sensitivity Respect</p>					