

| Years 1 and 2 | | | | | | |
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| | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
| RE Cornwall Agreed Syllabus for RE 2020 – 2025 Jigsaw RE | Year 1 Christianity Does God want Christians to look after the world? The Creation Story, Concept: God Creation I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation. Christianity What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? The Christmas Story, Concept: Incarnation I can talk about a gift that is special to me. I can remember some of the Christmas story. | Year 1 Christianity Was it always easy for Jesus to show friendship? Jesus as a friend, Concept: Incarnation I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend. Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Easter Palm Sunday , Concept: Salvation I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why. | Year 1 Judaism Is Shabbat important to Jewish children? Shabbat I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour. Are Rosh Hashanah and Yom Kippur important to Jewish children? Rosh Hashanah and Yom Kippur I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. Optional: Does celebrating Chanukah make Jewish children feel closer to God? Chanukah I can talk about how cards help to mark celebrations. I can recognise some of the symbols used at Chanukah and start to explain them. I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God. | Year 2 Christianity Is it possible to be kind to everyone all of the time? What did Jesus teach? Concept: Gospel I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason. Christianity Why do Christians believe God gave Jesus to the world? Christmas; Jesus as a gift from God, Concept: Incarnation I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world | Year 2 Islam Does praying at regular intervals help a Muslim in his/her everyday life? Prayer at home I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others. Christianity How important is it to Christians that Jesus came back to life after his crucifixion? Easter Resurrection, Concept: Salvation I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion | Year 2 Islam Does going to a mosque give Muslims a sense of belonging? Community and belonging I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. Islam Does completing Hajj make a person a better Muslim? Haj I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim |
| 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 | | | | | | |
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| RE Cornwall Agreed Syllabus for RE 2020 – 2025 Jigsaw RE | Year 3 Sikhism Does joining the Khalsa make a person a better Sikh? The Amrit Ceremony and the Khals I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn’t. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh’s experience of the Amrit Ceremony/Khalsa Christianity Has Christmas lost its true meaning? Christmas, Concept: Incarnation I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. | Year 3 Christianity Could Jesus heal people? Jesus’ miracles, Concept: Incarnation I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus’ healing miracles. I can start to say whether I believe Jesus actually healed people or not Christianity What is ‘good’ about Good Friday? Easter – forgiveness, Concepts: Salvation, New Covenant I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus’ death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus’ death. | Year 3 Sikhism Do Sikhs think it is important to share? Sharing and Community I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs What is the best way for a Sikh to show commitment to God? Prayer and Worship I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs. | Year 4 Judaism How special is the relationship Jews have with God? Beliefs and practices I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel. Christianity What is the most significant part of the Nativity story for Christians today? Christmas, Concept: Incarnation I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. | Year 4 Judaism How important is it for Jewish people to do what God asks them to do? Passover I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut. Christianity Is forgiveness always possible for Christians? Easter Concept: Salvation I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness. | Year 4 Judaism and Humanism What is the best way for a Jew to show commitment to God? Beliefs and Practices I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons. Christianity Do people need to go to church to show they are Christians? Prayer and Worship, Concept: Gospel I can explain some of the feelings my special place gives me and suggest why that is. |

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| | I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me | | | I can ask questions about what Christmas means to Christians and compare this with what it means to me. | | I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian’s special place has on him/her. Optional: Christianity Why are there four Gospels and how are they relevant to Christians today? The Four Gospels I can say something I have learnt from Jesus’ actions that I would like to consider in my own life. I can describe an event that occurs in more than one Gospel and say what a Christian might learn from it. I can say whether or not I think it is important to have stories repeated in several Gospels, and why this might be relevant to Christians. |
| RE Key Vocabulary | Year 3 Advent, Arabic, Ascension, Ceremony, Charity, Commitment, Communion, Eucharist, Hajj, Id-ul-Adha, Imam, Lectern, Lent, Pentecost, Prophet, Sermon, Shahada, Trinity Year 4 Affirmation, Brahman, Communion, Creed, Dharma, Gospel, Hindus, Holi, Incarnation , Karma, Kashrut, Lotus, Mandir, Moksha, Murtis, Om, Reincarnation, Ramadan, Salvation , Scripture, Shrine | | | | | |
| Years 5 and 6 | | | | | | |
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| RE Cornwall Agreed Syllabus for RE 2020 – 2025 Jigsaw RE | Year 6 Islam and Humanism What is the best way for a Muslim to show commitment to God? Beliefs and practices I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims. Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Christmas, Concept: Incarnation I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus. | Year 6 Christianity and Humanism Is anything ever eternal? Belief and meaning, Concept: Salvation I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal. Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth? Easter. Concepts: Salvation. Gospel I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this. | Year 6 Islam Does belief in Akhirah (life after death) help Muslims lead good lives? Beliefs and moral values I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. | Year 5 Hinduism and Humanism What is the best way for a Hindu to show commitment to God? Prayer and Worship I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can express why I think Hindus might choose different ways to show commitment to God. Christianity Is the Christmas story true? Christmas, Concept: Incarnation I can start to explain how ‘true’ could mean different things to different people, and how stories can be ‘true’ in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. | Year 5 Hinduism How can Brahman be everywhere and in everything? Hindu beliefs I can describe some of the characteristics that make me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can express my understanding of how Brahman can/cannot be in everything. Christianity How significant is it for Christians to believe God intended Jesus to die? Easter, Concept: Salvation I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus’ crucifixion being his destiny/purpose. | Year 5 Hinduism and Humanism Do beliefs in karma, samsara and moksha help Hindus lead good lives? Beliefs and moral values I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers’ lives. I can express my own views about Hindu beliefs and whether they make sense to me or not. Christianity and Humanism What is the best way for a Christian to show commitment to God? Beliefs and practices, Concept: Gospel I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians. |
| RE Key Vocabulary | 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 Year 6 Moral Code, Anglican, Baptist. Catholic, Denomination, Humanist, Pentecostal Non-conformist Sensitivity Respect | | | | | |

