



RE Curriculum Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1						
F4: Being special: where do we belong? Children will retell religious stories, making personal connections. They will share and record times when they have felt special. Pupils will recall what happens in a Christian baptism and what happens when a baby is welcomed into a religion other than Christianity.	RE: 1.1 What do Christians believe God is like? Identify what a parable is, retelling a simple version and explaining what it means to Christians. Pupils will give examples of how Christians show their belief that God is loving and forgiving including through worship practices. They will think, talk and ask questions about their learning from the story, making connections	RE: 1.6 Who is a Muslim and how do they live? Pupils will learn that Muslims believe in Allah as one true God, exploring the meaning of the Shahadah and why this is important. They will identify some key Muslim beliefs, giving examples of how the put these into action including through prayer. They will think about Muslim beliefs and ways of living, asking questions.	RE: L2.1 What do Christians learn from the Creation story? Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	RE: L2.7 What do Hindus believe God is like? Identify some Hindu deities and say how they help Hindus describe God. Make links between some stories and what Hindus believe about God, offering informed suggestions about what Hindu murtis express about God. Make simple links between beliefs about God and how Hindus live and worship. Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. 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 their ideas	RE: U2.8 What does it mean to be a Muslim in Britain today? Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an, describing ways in which Muslim sources of authority guide Muslim living. Make clear connections between Muslim beliefs and ibadah giving evidence and examples to show how Muslims put their beliefs into practice in different ways. 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. Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	RE: U2.2 Creative and science: conflicting or complementary? Reactivate Creation story from bible, identify what type of text Christians say Genesis 1 is, and its purpose, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.
Autumn 2						
F2: Why is Christmas special for Christians? Pupils will talk about people who are special to them, including family and friends. They will be able to retell how people celebrate Christmas and a simple version of the Christmas story. They will understand the word 'incarnation' to describe the belief that God came to Earth as Jesus.	RE: 1.4 What is the 'good news'? Pupils will retell stories from the Gospels, identifying what they mean to Christians and how these stories give instructions to believers. They will give two eggs of ways Christians follow teaching about forgiveness and peace and how they put this into practice. They will consider whether Good News is only good news for Christians.	RE:1.3 Why does Christmas matter to Christians? Pupils learn that stories of Jesus' life come from the Gospels, giving an account of the story of Jesus' birth and why it is important for Christians. Think, talk and ask questions about Christmas for people who are Christians and those who are not, deciding what they are grateful for.	RE: L2.2 What is it like for someone to follow God? Pupils learn that people who believe in God try to live in the way God wants, following his commands and worshipping him. They believe Bible stories show how God keeps his promises. Pupils will make links between the story of Noah, the idea of covenant, the promises that Christians make at a wedding ceremony and how we live.	RE: L2.3 What is the 'Trinity' and why is it important for Christians? Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean and what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	RE: U2.1 What does it mean if Christians believe God is holy and loving? Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	RE: U2.11 Why do some people believe in God and some people not? Define the terms 'theist', 'atheist' and 'agnostic' and give statements that reflect these beliefs. Identify and explain what religious and non-religious people believe about God, giving reasons why people do or do not believe in God. Make connections between what people believe and how they live. Give evidence to show how Christians sometimes disagree about what God is like. Reflect on and articulate ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. Make connections between belief and behaviour in their own lives, in the light of their learning.

Spring 1						
<p>F1: Why is the word ‘God’ so important to Christians?</p> <p>Pupils will explore things they find puzzling and wonderful, considering their feelings and experiences. They will retell stories about the world, God and Human beings. Pupils will say how and when Christians like to thank their Creator.</p>	<p>RE: 1.7 Who is Jewish and how do they live? (part 1)</p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations and give examples of how the stories used in celebrations remind Jews about what God is like.</p> <p>Give examples of how Jewish people celebrate special times, making links between Jewish ideas of God found in the stories and how people live and how Jewish people might remember God in different ways.</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>RE: 1.6 Who is a Muslim and how do they live? (part 2)</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad and guide their beliefs and actions.</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them and of how Muslims put their beliefs about prayer into action.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living including prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>RE: How do festival and worship show what matters to a Muslim?</p> <p>Identify some beliefs about God in Islam. Make clear links between beliefs about God and ibadah, giving examples of ibadah (worship) in Islam and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship.</p> <p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>RE: L2.8 What does it mean to be Hindu in Britain today?</p> <p>Describe how Hindus show their faith within their families and faith communities in Britain</p> <p>Today.</p> <p>Identify some different ways in which Hindus show their faith</p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’.</p> <p>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 their ideas.</p>	<p>RE: U2.3 Why do Christians believe Jesus was the Messiah?</p> <p>Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Weigh up how far the idea that Jesus is 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.</p>	<p>RE: U2.7 Why do Hindus try to be good?</p> <p>Identify and explain Hindu beliefs. Give meaning to the story of the man in the well, explaining how it related to human beliefs.</p> <p>Make connections between human beliefs and the ways in which Hindu’s live and put their beliefs into practice in different ways.</p> <p>Connect the 4 Hindu aims of live and the 4 stages with beliefs about dharma, karma, moksha etc.</p> <p>Make connections between Hindu beliefs studied and explain how and why they are important to Hindus.</p> <p>Reflect on and articulate what impact belief in Karma and dharma might have on individuals and the world, recognising different points of view.</p>
Spring 2						
<p>F3: Why is Easter special to Christians?</p> <p>Pupils will recognise and retell stories connected with Easter, saying why this is a special time for Christians. They will recognise some symbols Christians use in Holy Week, making connections with signs of new life and stories told.</p>		<p>RE: 1.5 Why does Easter matter to Christians?</p> <p>Pupils will recognise Incarnation and Salvation as part of the ‘big story’ of the Bible, telling stories of Holy week and Easter. They will give examples of how Christians show their beliefs about Jesus’ death and resurrection in worship. Pupils will make connections with their own experiences of sadness/ hope.</p>	<p>RE: L2.10 How do festivals and family life show what matters to Jewish people?</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people and its meaning for Jews today.</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live and how they show beliefs through worship in festivals.</p> <p>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.</p> <p>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>RE: L2.5 Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible.</p> <p>Suggest what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing ideas of their own clearly.</p>	<p>RE: U2.9 Why is the Torah so important to Jewish people?</p> <p>Identify and explain Jewish beliefs about God through texts.</p> <p>Make connections between Jewish beliefs about the Torah and how Jews use and treat it.</p> <p>Make connections between Jewish commandments and how Jews live</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways.</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>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>RE: U2.5 What do Christians believe Jesus did to ‘save’ people?</p> <p>Understand how Incarnation and Salvation fit within the ‘big story’ of the Bible.</p> <p>Explain what Christians mean when they say that Jesus’ death was a sacrifice. Make connections between this belief and how Christians celebrate Holy Communion/ Lords Supper.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view.</p>

Summer 1						
<p>F6: Which stories are special and why?</p> <p>Pupils will talk about some religious stories, using religious words and identifying a sacred text. They will identify their own feelings in the stories they hear and talk about the things that the stories teach.</p>	<p>RE: 1.2 Who do Christians say made the world?</p> <p>Pupils will retell the story of creation from Genesis, recognising that this is the beginning of the ‘big story’ of the Bible and say what this tells Christians. They will give examples of what Christians do to say thank you to God. Pupils will think, talk and ask questions about the amazing world they live in.</p>	<p>RE: 1.10 What does it mean to belong to a faith community?</p> <p>Recognise that loving others is important and say what Jesus and one other religious leader taught about loving other people. Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and identify at least two ways people show they love each other and belong to each other when they get married. Give eggs of ways in which people express their identity and belonging within faith and other communities, responding sensitively to differences. 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.</p>	<p>RE: L2.4 What kind of world did Jesus want?</p> <p>Identify the part of the Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. Suggest what Jesus’ actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of ‘Gospel’ giving examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly</p>	<p>RE: L2.6 For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Suggest what the description of Pentecost in Acts 2 might mean and what Pentecost means to some Christians now. Make links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>RE: U2.4 Christians and how to live: ‘What would Jesus do?’</p> <p>Identify features of Gospel texts. Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make connections between Gospel texts, Jesus’ ‘good news’, and how Christians live. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	<p>RE: U2.6 For Christians, what kind of king is Jesus?</p> <p>Explain connections between different biblical texts and the concept of the kingdom of God, considering possible meanings and different interpretations. Make connections between belief in the Kingdom of God and how Christians put beliefs into practice in different ways. Relate the Christian ‘kingdom of God’ model to issues, problems and opportunities in the world today. Articulate their own responses to the idea of importance of love and service in the world today.</p>
Summer 2						
<p>F5: What places are special and why?</p> <p>Pupils will talk about somewhere that is special to them, including within the natural world. They will recognise that some religious people have places which have a special meaning and identify things that are valued in a place of worship. Pupils will begin to link special places to God, using appropriate words to express their thoughts and feelings when visiting a church.</p>	<p>RE: 1.9 How should we care for the world and for others, and why does it matter?</p> <p>Identify a story that says something about each person being unique and valuable, giving an example of a key belief some people find in one of these stories. Give an account of what Genesis 1 tells Christians and Jews about the natural world. Give an example of how people (including Christians and Jews) show that they care for others and the natural world, making a link to a story studied. Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>RE: 1.8 CK4RE What makes some people and places in Cornwall sacred?</p> <p>Identify special people and sacred places in Cornwall and talk about how people celebrate this. Pupils will retell a story about a Cornish saint making connections to places and celebrations. They will consider what makes places special and the difference between sacred places.</p>	<p>RE: L2.12 How and why do people try to make the world a better place?</p> <p>Identify beliefs about why the world is not always a good place, making links between beliefs, teachings and why people try to make life better for others. Describe examples of how people try to live and differences in how people put beliefs into action. Pupils will make links between commands for living from religious traditions, non-religious and pupils’ own views.</p>	<p>RE: L2.11 CK4RE How and why do people in Cornwall mark significant events in Community life?</p> <p>Pupils will identify festivals unique to Cornwall, making links to special times of the year. They will offer informed suggestions about the meaning / importance of these events to religious/ non-religious people and identify differences in how people celebrate. Pupils will ask questions and offer answers about the importance of belonging to a community and links to festivals.</p>	<p>RE: U2.10 What matters most to Humanists and Christians?</p> <p>Identify and explain beliefs about why people are good and bad. Make links with sources of authority that tell people how to be good. Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Raise important questions and suggest answers about how and why people should be good. Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>	<p>RE: U2.12 CK4RE Does faith help people in Cornwall when life gets hard?</p> <p>Pupils will give eggs of ways in which world views in Cornwall guide people in their response to good and bad times, making connections between belief and response. They will identify beliefs about life after death by comparing two religions. Pupils will make connections between their learning and Cornwall as a place of refuge, inspiration, and challenge.</p>