

St Just Primary School

Curriculum Map

Religious Education

St Just Primary School RE Curriculum		
“Religion is one tree with many branches. As branches you may say religions are many, but as a tree, religion is only one.” Gandhi		
INTENT What we intend to achieve through our curriculum	IMPLEMENTATION How we will deliver our curriculum	IMPACT How we will measure the effectiveness of our curriculum
<p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living’ (Cornwall Agreed Syllabus 2020 - 2025).</p> <p>At St Just Primary School, our RE curriculum follows the Cornwall Agreed Syllabus for Religious Education ensuring that all pupils are able to make sense of a range of religious and non-religious beliefs so that they can understand the impact and significance of religious and non-religious beliefs and make connections between religious and non-religious beliefs, concepts practices and ideas studied.</p> <p>We aim to help the pupils appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. To uphold British values, including respect and tolerance. We encourage and enable children to express balanced opinions based on knowledge of differing religions and world views.</p> <p>We are very conscious that we are situated in an area which is not culturally diverse and we place great importance on enabling pupils to develop respect for, and sensitivity to, those whose faiths and beliefs are different from their own. Through this approach our children learn how to become respectful, global citizens.</p>	<p>As our pupils come from an area that is predominantly Christian, it is important that their learning is inclusive of both other religious and non-religious world views.</p> <p>We use an enquiry question approach and use the units from the Cornwall Agreed Syllabus to teach non-Christian topics complemented with the RE Today ‘Understanding Christianity’ resource to teach the Christianity units. This syllabus is designed to develop and deliver excellence in RE throughout the whole school. It does this by studying one religion at a time in a systematic approach through exploring three pillars:</p> <ol style="list-style-type: none"> 1) <u>Substantive knowledge</u>: the content that is learnt. 2) <u>Disciplinary knowledge</u>: (<i>‘Ways of Knowing’</i>): the ways in which we make sense of the content through the tools we use to study religion and the methods that we use to gather knowledge. 3) <u>Personal knowledge</u>: how an individual’s own worldview shapes their understanding. <p>At St Just, our three ‘Ways of Knowing’ are Theology, Sociology and Philosophy. These will be explored using various ‘Methods and Tools’ of enquiry. Through this, pupils’ will encounter core concepts in religions and beliefs in a coherent way, developing their knowledge, skills and understanding to handle questions raised by religion and world views. This will encourage deeper understanding. The teaching and learning approach have three core elements which are interwoven together to allow for breadth, depth, flexibility and progress.</p> <p><u>Element 1</u>: Making sense of beliefs</p> <p><u>Element 2</u>: Understanding the impact – how it affects other peoples’ lives.</p> <p><u>Element 3</u>: Making connections – to other peoples’ beliefs and their own views and beliefs.</p> <p>RE is mostly taught as a discrete subject in weekly sessions and is sometimes “blocked”. The syllabus is based on providing the opportunity for children to revisit and build on their prior knowledge of the different beliefs and practices taught across the school. Work is recorded in a variety of ways to best suit the learning and we try to make RE memorable and engaging for our pupils.</p> <p>We develop pupils’ knowledge and understanding of Christians in all year groups. Key Stage 1 children also learn about Muslims and Jews</p>	<p>At St Just Primary School, we strive to ensure that all pupils in our school are given ample opportunities to develop their own spiritual awareness, sense of self and awareness of others. Our pupils will have developed respect for, and sensitivity to, those whose faiths and beliefs are different from their own and we strive to create a tolerance and understanding of other religions. Our children should be able to better understand themselves and others and begin to understand the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.</p> <p>RE offers our children the means by which to understand how other people choose to live, to understand why they choose to live in that way and to develop an understanding of other people’s cultures and ways of life. The children enjoy learning about other religions and, through their RE learning, are able to make links between their own lives and those of others in their community and in the wider world. They will have extended their knowledge and understanding of religions and beliefs and developed an increasing religious vocabulary. They will have learned to reflect on religious questions, offering their own thoughtful and informed views.</p> <p>Progress and Assessment</p> <p>Formative assessment will inform ongoing teaching and learning; supports pupils to be clear about what they should know, understand, remember and be able to do, as well as help address misconceptions. Meanwhile, summative assessment will assess what pupils know, understand, remember and can do at the end of each unit.</p>

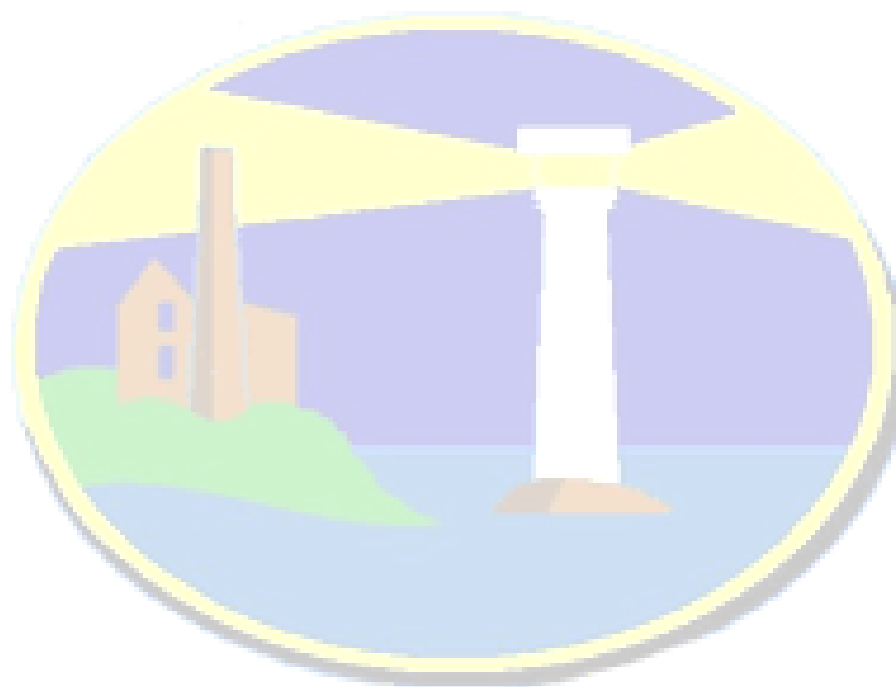
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whilst Key Stage 2 children learn about Muslims, Hindus and Jews. In the EYFS, RE thinks about special people, places, stories and events. Teaching in RE is open and objective; it does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another. We simply want children to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning and we promote a positive attitude towards everyone, respecting their right to hold different beliefs from our own.

RE offers opportunities for reflection and enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression as well as the influence of religion on individuals, families, communities and cultures. The new syllabus is question-based offering our children the opportunity to consider a range of questions which are designed to challenge and provoke thoughtful answers and responses, whilst supporting a greater understanding of different religions. Our curriculum is fully inclusive and we ensure all children have the same entitlement to a broad curriculum by making adaptations where needed.



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What does RE look like in EYFS?

In the Foundation Stage, RE knowledge and understanding is developed through the People and Community area of learning within Understanding the World. Early Years, like the rest of the school, follows the Statutory Framework (Cornwall Agreed Syllabus 2020-2025) and uses Development Matters as the spine throughout the curriculum. As well as being embedded in Understanding the World RE teaching also supports progress in Communication and Language and Personal, Social and Emotional Development.

See below for exact coverage in the EYFS.

Components: content and skills that will be taught

YEAR R

Autumn		Spring		Summer	
Why is the word God so important to Christians? (Creation)	Why do Christians perform Nativity plays at Christmas? (Incarnation)	Being special: where do we belong? (Thematic)	Why do Christians' put a cross on their Easter garden? (Salvation)	Which places are special and why? (Thematic)	Which stories are special and why? (Thematic)
Outcome					
To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. To retell stories, talking about what they say about the world, God, human beings. To think about the wonders of the natural world, expressing ideas and feelings. To say how and when Christians like to thank their Creator. To talk about what people do to mess up the world and what they do to look after it.	To talk about people who are special to them. To say what makes their family and friends special to them. To recall simply what happens at a traditional Christian festival (Christmas). To begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. To retell religious stories, making connections with personal experiences.	To retell religious stories making connections with personal experiences. To share and record occasions when things have happened in their lives that made them feel special. To recall simply what happens at a traditional Christian infant baptism and Dedication. To recall simply what happens when a baby is welcomed into a religion other than Christianity.	To recognise and retell stories connected with celebration of Easter. To say why Easter is a special time for Christians. To talk about ideas of new life in nature. To recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature. To talk about some ways Christians remember these stories at Easter.	To talk about somewhere that is special to themselves, saying why. To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. To express a personal response to the natural world. To begin to recognise that for Christians, Muslim or Jews, these special things link to beliefs about God. To recognise that some religious people have places which have special meaning for them. To talk about the things that are special and valued in a place of worship.	To identify some of their own feelings in the stories they hear. To talk about some religious stories. To recognise some religious words, e.g. about God. To identify a sacred text e.g. Bible, Torah. To talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zaccheus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right) etc

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Sequencing & Skills Progression

<p>1) I can retell a simple version of the Creation story.</p> <p>2) I can say how many Christians thank God.</p> <p>3) I understand the importance of caring for the world and know that Christians believe God wants them to care for the world.</p> <p>4) I understand that God's name is special to Christians because God made the world and made them.</p> <p>5) I understand that Christians believe God is the most important thing in their life.</p> <p>6) I understand why Christians use the word 'hallowed' when talking about God.</p>	<p>1) I can talk about the Nativity story and can name the different people in the story.</p> <p>2) I know who Christians believe first visited Jesus in the stable and why.</p> <p>3) I am beginning to recognise the word 'incarnation' as describing the Christian belief that Jesus was God coming to earth.</p> <p>4) I can recall some of the things Christians do to celebrate Christmas.</p> <p>5) I can retell the Nativity story.</p> <p>6) I know that Christians perform Nativity plays at Christmas so that others can find out more about the Christian belief of incarnate.</p>	<p>1) What makes us feel special? What makes many Christians feel that they are special to God?</p> <p>2) Why do many Christians believe that children are special to God?</p> <p>3) Where do you belong? Which groups do some religious people belong to?</p> <p>4) How do we show people they are welcome? How are babies welcomed into the Christian family?</p> <p>5) How are some babies welcomed in the Muslim tradition?</p> <p>6) How do Hindu brothers and sisters show their love for each other at a festival?</p>	<p>1) I know about the importance of palms on Palm Sunday.</p> <p>2.) I can recall the events of Palm Sunday and know the significance of the word Hosanna.</p> <p>3.) I understand the importance of the cross as the Christian symbol.</p> <p>4.) I recognise that Easter is connected to Spring and 'new life'.</p> <p>5.) I can retell the story of Easter.</p> <p>6.) I can say how Easter may be celebrated in Church and can talk about the features of an Easter garden.</p>	<p>1) Where is a special place to me?</p> <p>2) Where is a special place for a Christian to go?</p> <p>3) What makes a Church so special to Christians?</p> <p>4) Where is holy place for Muslims to go?</p> <p>5) What makes a Mosque holy for Muslims?</p> <p>6) What is important in a Church and a Mosque? How are buildings similar and different?</p>	<p>1) What is special to you and why?</p> <p>2) which stories do you know that are special to Christians?</p> <p>3) How might a story from the Bible show a Christian how to treat other people?</p> <p>4) Which stories are special to Christian and Jewish people?</p> <p>5) What is the holy book for Muslims?</p> <p>6) Which stories are special to Muslims?</p>
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Core Knowledge

<p>To understand that Christians believe that God created the Earth.</p> <p>To understand that the word God is important to Christians.</p> <p>To understand that the earth and everything on it needs to be cared for.</p>	<p>To understand that Christians believe that Jesus was a special baby because he came from God.</p> <p>To understand that Christians believe Jesus was God come to earth (incarnation).</p> <p>To understand that the Nativity story comes from the Bible.</p>	<p>To re-tell religious stories. To make connections with personal experiences.</p> <p>To share and record occasions when things have happened in their lives that made them feel special.</p> <p>To talk about somewhere that is special to themselves, saying why.</p> <p>To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship).</p> <p>To express a personal response to the natural world.</p>	<p>To re-tell the story of Easter. To understand why a palm cross is special to Christians.</p> <p>To understand that for Christians, Easter is the most important festival of the year.</p>	<p>To know the special place for Christians is a church and be able to name, and talk about, some of the key features.</p> <p>To know the special place for Muslims is a mosque and be able to name, and talk about, some of the key features.</p> <p>To know the similarities between churches and mosques.</p>	<p>To be able to talk about stories from the Bible and be able to talk about why they are important / special to Christians.</p> <p>To understand that some stories from the Bible are also special to Jewish people because they are found in the Jewish holy text, the Torah.</p> <p>To know the name of the holy book for Muslims, the Qu'ran and understand how it should be cared for.</p>
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Vocabulary

<p>Christians, God, Creation, Adam, Eve, Bible, parable, precious, Jesus, pearl.</p>	<p>Incarnation, Jesus, Christmas, Mary, Joseph, shepherds, angel, star, magi, manger.</p>	<p>Muslims, Hindus, Christians, Jesus, baptism, Raksha Bandhan, welcome, love, special, Rakhi.</p>	<p>Jesus, God, salvation, Easter, Hosanna, palm, Good Friday, donkey, Sunday, disciples.</p>	<p>Christians, pilgrimage, Muslims, holy, church, Bible, mosque, Imam, Qur'an, vicar.</p>	<p>Christians, Bible, Muslims, Torah, believer, text, stories, Jews, Qur'an, special.</p>
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Components: content and skills that will be taught

YEAR 1

Autumn		Spring		Summer	
Who made the world?	Why does Christmas matter to Christians?	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live today?	How should we care for the world and others and why does it matter?
Outcome					
To understand the Creation story. To understand why Christians praise God for the creation of the world.	To understand the Christmas story To understand the preparation Christians make for the birth of Jesus.	To understand what it means to belong to a faith community? To know where they themselves belong through their community and different groups they attend	To understand what a parable is and the importance of these to Christians To understand what forgiveness is and why people forgive especially Christians.	To understand the Jewish way of life To understand the importance of the Torah To understand how Jewish celebrate special events	To understand how people can be different and unique To understand how both Christians and Jewish people care for the world To understand the views of both religious and non-religious people
Sequencing & Skills Progression					
Summary of previous skills :					
10 Can I say who made the creation story? 2) Can I say who Christians say made the world? 3) Can I say why Christians are thankful to God? 4) Can I say why Christians celebrate Harvest? 5) Can I design a stained glass window to show a part of the Creation Story? 6) Can I sequence the Creation Story and explain the importance of the story to Christians?	1) Can I explain the importance of Advent? 2) Can I explain the meaning of the Christingle? 3) Can I say why Christians send Christmas cards? 4) Can I say how Christians prepare for Christmas? 5) Can I explain the Nativity story? 6) Can I write the Nativity story?	1) Can I explain what it means to belong to a group? 2) Can I explain what a ceremony is? 3) Can I name and explain the naming ceremony in a Muslim culture? 4) Can I explain the difference between a Bar Mitzvah and a Bat Mitzvah? 5) Can I write an invitation to a Christening? 6) I can attend a Christening in a Church and explain the different elements.	1) Can I explain the parable of the Lost Son? 2) Can I explain the importance of the bible in Christianity? 3) Can I shows ways of forgiveness and understand how that makes people feel? 4) Can I retell the story of Jonah and the Whale? 5) Can I write another verse to the song 'You can hold on'?	1) Can I explain what is important to Jewish people? 2) Can I explain the Mezuzah and write an important message? 3) How and why do Jewish people celebrate Shabbat? 4) Can I explain what stories Jewish people tell from the Torah? 5) Can I explain the story of Chanukah? 6) Can I explain how Jewish people live?	1) I can explain what makes me unique 2) I can explain what a psalm is and why they are important in the Jewish faith 3) I can explain how Jewish people care for others 4) I can explain the importance of Mother Teresa 5) I can explain what Jewish and Christian people know about the beginning of the world and how we should care for it 6) I can explain the importance of the New Year

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Core Knowledge					
To know the creation story comes from the first book in the bible Genesis. To know the sequence of the creation story. To know the importance of the creation story to Christians.	To know the importance of Christmas to Christians. To know where Christmas comes in the Christians calendar.	To know what a faith community is. To know how people are accepted into a faith community. To know what community they belong to.	To know the purpose of a parable. To know how to forgive and say sorry.	To know the importance of the Mezuzah. To know about Shabbat. To know the importance of the stories told from the Torah.	To know that religious and non-religious people can have the same views. To know that different religions can have the same views.
Vocabulary					
Creation, God, believe, belief, bible, world, harvest, Genesis thanks, praise	Advent, Bethlehem, Christmas, Jesus, nativity, Mary, birth, Joseph, religious, shepherds, celebration	Community, faith, ceremony, Christian, Jewish, Muslim, respect, tolerance, importance, love, Jesus, God, baptism, dedication	Religious, non-religious, Christian, bible, Christianity, forgiveness, prodigal, parable, worship, prayer, God, Jesus	Synagogue, Shema, Mezuzah, Jewish, Shabbat, Torah, Dreidel, Star of David, Chanukah	Community, world, religious, non-religious, Christian, Jews, Psalm, stewardship, love

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Components: content and skills that will be taught

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YEAR 2

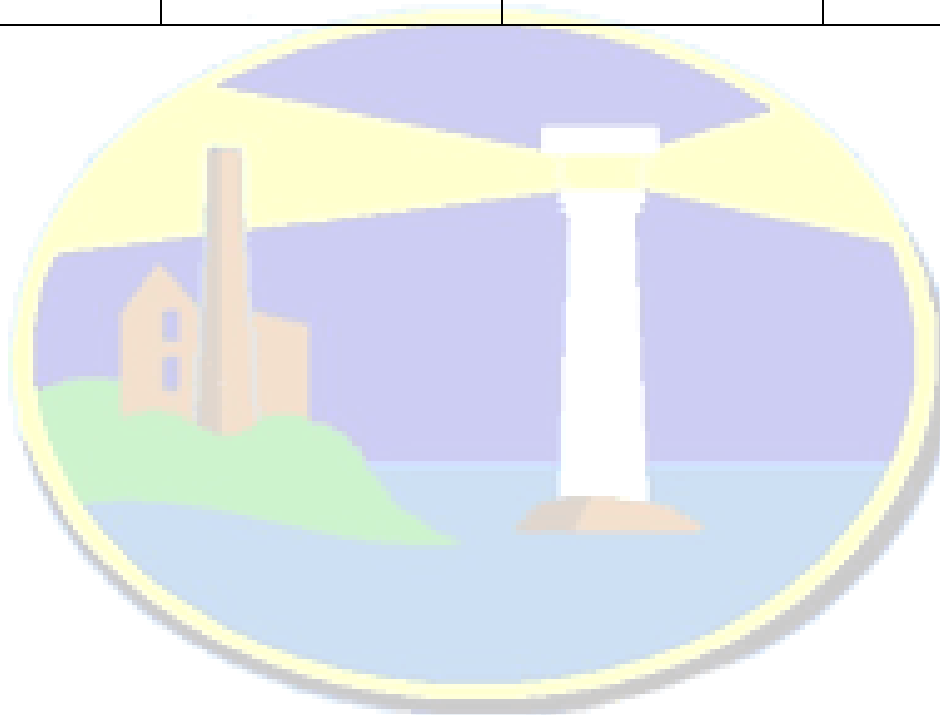
Autumn		Spring		Summer	
Who is a Muslim? Part 1 (Islam)	Good News Part 1 (Christianity)	Who is a Muslim? P2 (Islam)	Why Does Easter Matter to Christians? (Christianity)	Good News Part 2 (Christianity)	Sacred Places
Outcome					
To make links between Christianity and Islam. To know some basic facts about Islam.	To understand the stories Jesus speaks about.	To understand why the 5 Pillars of Islam are so important in Islam.	To understand the main events of Easter and how Christians feel.	To understand the main messages that Jesus brought to Christians. To understand how Christians pray and why this is important.	To understand what makes some places special to believers of all faiths.
Sequencing & Skills Progression					
Summary of previous skills:					
1) What do people think about God? What do Muslims think about God? 2) What do some of the 99 Beautiful Names for God mean? 3) What does the Shahadah say about Muslim beliefs? 4) Who was the Prophet Muhammad and why is he important to Muslims? 5) Why is the Prophet Muhammad so important to Muslims? 6) What do Muslims do because they love to treat the Quran with respect?	1) What did Jesus' good news mean for Matthew in the Bible? 2) What might a Christian say was the good news that Jesus brought to Matthew? 3) What do many Christians believe is the good news that Jesus brings about forgiveness? 4) What do many Christians believe is the good news that Jesus brings about peace? 5) What might Christians do to follow the life of Jesus and bring 'good news' to people? 6) How might Christian prayer link to saying sorry and forgiveness?	1) Who was the Prophet Muhammad and why is he important to Muslims? 2) How are the 5 Pillars of Islam linked to worship? 3) What can we find out about prayer in Islam? 4) How do teachings from the Qur'an help Muslims to lead their lives in worship to Allah? 5) How do fasting and giving help Muslims to worship Allah? 6) Who is a Muslim and how do many Muslims live?	1) What are the main events of the Bible story of Holy Week and Easter? 2) What are the 6 biggest moments in the story of Easter? 3) How do Christians feel about the main events of the Bible stories? 4) Why do Christians say 'Good Friday' for the day Jesus died? 5) What impact does the Easter story have on many Christians? 6) 'Jesus is a saviour'. How do Christians feel about the stories?	1) What can we say about peace as part of the good news Christians believe Jesus brings? 2) What do Christians believe Jesus showed them about how to pray? 3) What are the important parts of prayer for many Christians? 4) What is the good news that Christians believe Jesus brings?	1) Which places are special to me? 2) Which place of worship is sacred for Christians? 3) Which place of worship is sacred for Jewish people? 4) Which place of worship is sacred for Muslims? 5) How are places of worship similar and different?
Core Knowledge					

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<p>To know the names Muslims give to Allah.</p> <p>To know who the Prophet Mohammad is and why he is important.</p>	<p>To know who some of the disciples were.</p> <p>To know why forgiveness is so important.</p> <p>To know the importance of prayer.</p> <p>To know and retell some of the key stories from the Bible.</p>	<p>To know why Muslims go to Mekkah.</p> <p>To know when and why Muslims fast.</p> <p>To know why the pillars are so important to Muslims.</p>	<p>To know that Disciples followed Jesus' message.</p> <p>To know that Easter is celebrated to remember Jesus' sacrifice.</p> <p>To know the main events of the Easter story.</p> <p>To know how Christians feel about Easter and Good Friday.</p>	<p>To know who Mathew was and why his story is so important.</p> <p>To know the main messages of peace and forgiveness.</p> <p>To know why Christians call it 'Good Friday'</p> <p>To know how and why Christians pray.</p>	<p>To know that Christians follow the Bible and often pray in church.</p> <p>To know that Muslims follow the Qu'ran and often pray in a Mosque</p> <p>To know that Jewish people follow the Bible (Tanakh) and often pray in a Synagogue.</p>
Vocabulary					
<p>Shahadah, Islam, Muslims, Prayer, Qu'ran, Prophet Mohammad, Allah</p>	<p>Christianity, Bible, Stories, Disciples, Mathew, prayer, forgiveness</p>	<p>Shahadah, Sawm, Zakah, Pillars, Hajj</p>	<p>Easter, Good Friday, Jesus, Disciples, sacrifice, Christianity</p>	<p>Mathew, Disciples, prayer, forgiveness, peace, love, hope, Christianity, church, Bible</p>	<p>Worship, Faith, Sacred, Church, Bible, Mosque, Qu'ran, Synagogue, Tanakh, Prayer</p>



Components: content and skills that will be taught

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YEAR 3

Autumn		Spring		Summer	
Christianity: What is it like for someone to follow God?	Christianity: What is the Trinity and why is it important?	Islam: How do festivals and worship show what matters to Muslims?	Judaism: How do festivals and family life show what happens to Jewish people?	Christianity: What do Christians learn from the creation story?	How and why do people try to make the world a better place?
Outcome					
To understand how Noah and Abram showed their trust in God. To know how Christians today show their trust in God	To understand what the baptism of Jesus means to Christians today. To understand how Christians show their beliefs about God and the Trinity and how these impacts upon their lives.	To understand the clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. To understand about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.	To understand how different Jews mark Shabbat. To understand Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.	To understand the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. To understand the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible	To understand how Jewish, Christian, Muslim, and non-religious people try to care for the world. To consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews.
Sequencing & Skills Progression					
Ways of Knowing					
Methods and Tools					
1) Which information about Bible stories can we get from different types of texts? 2) What can we say about Noah from reading the biblical story? 3) What is the link between the story of Noah and the idea of covenant? 4) What is the link between a	1) What is the Trinity? 2) What happens in the biblical story of the baptism of Jesus? 3) Why is the biblical story of the baptism of Jesus important for many Christians? 4) Why do Christians get	1) How do festivals and family life show what matters to a Muslim? 2) What does the opening chapter of the Qur'an teach Muslims about God? 3) Why does prayer matter to Muslims? 4) Why is the mosque a	1) What do many Jewish people do to mark Shabbat? 2) What does Shabbat look like in the UK today? 3) What do different Jewish people celebrate at Rosh Hashanah? 4) What happens at Yom Kippur?	1) Where does Creation belong in the 'Big Story' of the Bible? 2) What kind of world do Christians believe in? What do we mean by good? 3) How have Christians interpreted looking after the world?	1) How and why do people try to make the world a better place? What is wrong with the world? 2) How can the 'Golden Rule' help people to work out how to make the world a better place?

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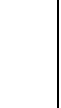




















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Christian wedding ceremony and the idea of covenant? 5) Did Abram show he trusted in God? 6) Is it always easy for Christians to try to follow God?	baptised? What are the similarities and differences between infant baptism and believer's baptism? 5) What might affect a Christian's decisions about baptism? 6) What is the Trinity and why is it important for Christians?	special place for Muslims? 5) Why do Muslims celebrate at the end of Ramadan?	5) What is the story of the Passover? 6) Why do many Jews celebrate Passover every year?	4) How do different Christians think about and look after the environment? 5) What do Christians mean by 'The Fall'? 6) What do many Christians learn from the stories of Creation and the Fall?	3) Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place? 4) Who is inspired by Jesus' example of sacrifice? 5) How do Muslims try to make the world a better place? 6) How do non-religious people try to make the world a better place?
Core Knowledge					
To know what righteous means. To know what a covenant is To understand that it can be hard to follow God	To know what happened in the biblical story of the baptism of Jesus. To understand what the holy trinity is. To understand why a Christian chooses to be baptized or baptize a baby today	To know the 5 pillars of Islam. To understand features of a mosque. To understand what muslims believe about Allah. To explain what happens at Eid. To explain Ibadah	To know how Jewish people celebrate Shabbat. To know how Jewish people celebrate Rosh Hashana. To understand the story of Pesach To understand how forgiveness and saying sorry are important at Yom Kippur?	To know what happens in the creation story To know how Christians think the world should be treated and why. To understand how many Christians believe The Fall means for humans' relationships with God, each other, and the earth. To know about the story of The Fall and temptation in it	To know how lots of religious and non-religious people try to care for the world. To know what the Golden Rule is. To know how different charities try to care and repair the world
Vocabulary					
Prophets, Abram, Noah, Wedding, Old Testament. Promise, Abraham, Covenant. Righteous	Trinity, Holy spirit Messiah, John the Baptist Believer's Baptism Pilgrimage, Muslims Holy, Church, Father Jesus, Scripture Infant, Baptism, Denomination	Prophet, Muhammad Allah, Fasting, Tawhid Quran, Salah, Ramadan Sawm, Eid	Freedom, Torah Yom Kippur, Orthodox Pesach, Shabbat, Rosh Hashanah, Shema Progressive, Forgiveness	Creation, Catholic Responsibility, Sin Pilgrimage, Muslims Holy, Church, Steward Interpret, Genesis Fall, Temptation	Tikkun Olam, Jewish Christian, Muslim Zakat, Stewardship Steward, Salvation Humanist, Golden Rule

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Components: content and skills that will be taught

YEAR 4

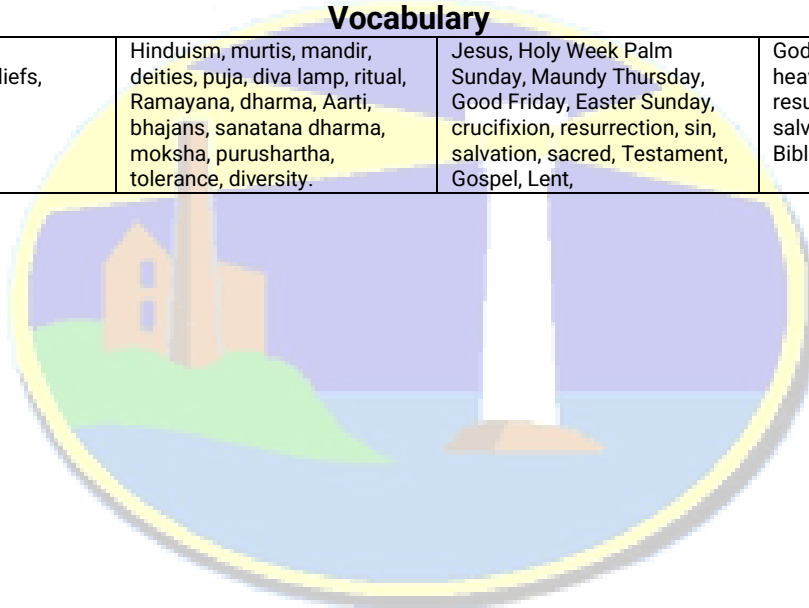
Autumn		Spring		Summer	
Hinduism: What do Hindus believe God is like?	Christianity: Incarnation: What is the Trinity and why is it important to Christians? 24/25 What kind of world did Jesus want? 25/26	Hinduism: What does it mean to be a Hindu in Britain today?	Christianity: Salvation - Why do Christians call the day Jesus died 'Good' Friday?	Christianity: Kingdom of God: When Jesus left, what was the impact of Pentecost?	Christianity: How do people in Cornwall mark significant events in community life?
Outcome					
To understand Hindu ideas of God being everywhere and in everything. To know different ways in which Hindus' worship God.	To understand the significance of the Christian ritual of Baptism. To understand what Christians' believe about the Trinity of God.	To understand how Hindus' worship God. To understand what Hindus' believe about the cycle of life.	To know the key events of Holy Week. To know why Christians' call the day Jesus died 'Good' Friday.	To understand what Christians' believe about the Day of Pentecost. To understand Christian beliefs about the Kingdom of God.	To understand that some people of faith make special journeys at various points throughout their lives. To know the importance of some Cornish religious and non-religious festivals.
Sequencing & Skills Progression					
Ways of Knowing					
 Theology	 sociology	 Theology	 sociology	 sociology	 Philosophy
 Theology	 sociology	 Theology	 sociology	 Theology	 sociology
Methods and Tools					
   	  	  	   	   	 
1) What do Hindus believe about God? 2) What deities do Hindus worship and how do they help Hindus describe God? 3) What do Hindu murtis express about God? 4) What do Hindu stories tell	1) What is the difference between a Gospel and a Letter? 2) What does the Bible tell us about Baptism and the Trinity? 3) How do Christians show their beliefs about God and the Trinity through worship and	1) How do Hindus show their faith within their families in Britain today? 2) How do Hindus' worship in their home? 3) How do Hindus show their faith within their faith communities in Britain	1) What does the Bible tell us about Jesus' entry into Jerusalem? 2) What do the Gospels tell us about Holy Week? 3) What are the important days of Holy Week? 4) How do Christians	1) What is the story of Pentecost and what do Christians believe about the Kingdom of God on Earth? 2) What does the description of Pentecost in Acts II mean? 3) What does Pentecost	1) What special journeys do people of different faiths make throughout their lifetime? 2) How do we celebrate special times in Cornwall? 3) What is a festival? 4) What is the connection

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us about what God is like? 5) How do Hindus worship? 6) How does the story of Diwali link to Hindu beliefs about God?	their daily lives? 4) What does the Bible tell us about what God is like? 5) Assessment	today? 4) What do the terms dharma and Sanatana Dharma mean? 5) What do Hindus' believe about Moksha? 6) What is it like being a Hindu in Britain today?	celebrate Easter? 5) Why are Palm Sunday, Good Friday and Easter Sunday important to Christians? (link to Rev Wedgewood visit) 6) Assessment	mean to Christians now? 4) How do Christians interpret the story of Pentecost from the Bible? 5) What do Christians believe the Kingdom of God is? 6) Assessment	between Harvest Festival and Cornwall? 5) Assessment
Core Knowledge					
To know the three main Hindu Gods. To know that Hindus worship many deities. To know some ways in which Hindus worship.	To know the names of the four Gospels. To know that the Gospels tell the story of Jesus' life and death. To know about the ritual of Baptism and its importance to Christians. To know about the Trinity of God.	To know some important Hindus in Britain today. To know how Hindus worship at home. To know what Hindus believe about the cycle of life.	To know about the key events of Holy Week. To know that Holy Week is a very scared week for Christians. To know why Christians call the day Jesus died 'Good' Friday.	To know the main events of the Day of Pentecost. To know the importance of Pentecost to Christians today. To know what Christians interpret the Kingdom of God to mean.	To know some important pilgrimages people of different faiths make during their lifetime. To know some of the important religious and non-religious festivals that take place in Cornwall.
Vocabulary					
Aum, Hindu, Hinduism, Brahma, Vishnu, Shiva, Brahman, deity, worship, murtis, create, preserve, destroy, trimurtis, Ganesh, ritual, Aarti, puja	Gospel, Trinity, epistles, Incarnation, baptism, beliefs,	Hinduism, murtis, mandir, deities, puja, diva lamp, ritual, Ramayana, dharma, Aarti, bhajans, sanatana dharma, moksha, purushartha, tolerance, diversity.	Jesus, Holy Week Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, crucifixion, resurrection, sin, salvation, sacred, Testament, Gospel, Lent,	God, kingdom, Pentecost, heaven, disciples, ascension, resurrection, crucifixion, salvation, gospels, Jesus, Acts, Bible, Testament	Pilgrimage, milestone, faith, festival, Hajj, Passover, Shavuout, Sukkot, significance, celebration. community, procession, parade,



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Religious Education

Components: content and skills that will be taught

Year 5

Autumn

Spring

Summer

What does it mean if Christians believe God is Holy and loving? (God)

What does it mean to be a Muslim in Great Britain today?

Why is the Torah so important to Jewish people?

Creation or science; conflicting or complementary?

How can following God bring freedom and justice? (People of God)

What matters most to Humanists and Christians?

Outcome

Pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.

Pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.

Pupils will build on their learning about the Jewish worldview and way of life. To reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.

To find out about the importance of creation within the 'Big Story' of the Bible. Understand that whilst some people see science and religion as opposites, others do not.

Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms. Identify examples of Law texts and suggest how believers might interpret them.

Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). 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').

Sequencing & Skills Progression

Ways of Knowing

Methods and Tools

1) What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God?
2) What does the Bible say God is like?

1) How many Muslims and how many mosques are there in Britain?
2) How might the Five Pillars affect the lives of Muslims in Britain today?

1) What do Jewish people look like, and where do we find Jewish people in the UK?
2) What is the Torah? What is a Sefer Torah?

1) What can we find out about the creation story in Genesis 1?
2) What might many Christians see as important in Genesis 1?

1) What can we learn about the story of the Exodus in the Bible?
2) Where do we think the Exodus story shows Moses' trust in God?

1) What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them?
2) Who is a Humanist? What

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<p>3) How can ideas of God be expressed in art?</p> <p>4) How do some Christians respond to a holy and loving God?</p> <p>5) How do churches and cathedrals reflect Christian ideas about God?</p> <p>6) What does it mean if Christians believe God is holy and loving?</p>	<p>3) Why is Zakah important to Muslims and how is charity important for you?</p> <p>4) Why do Muslims go on pilgrimage?</p> <p>5) Why do Muslims go on pilgrimage?</p> <p>6) What does it mean to be a Muslim in Britain today?</p>	<p>3) Why are there different types of synagogue in the UK?</p> <p>4) How does the Torah influence what Jewish people might eat?</p> <p>5) How are Jewish people adapting festivals in the UK?</p> <p>6) Why is the Torah important to Jewish people?</p>	<p>3) What relationships do scientists have with religious worldviews?</p> <p>4) How and why do some Christians see both science and religion as important?</p> <p>5) What are some different Christian views about the relationships between science and religion?</p> <p>6) Science and religion: conflicting or complementary?</p>	<p>3) How might the Exodus story help Christians when life gets tough?</p> <p>4) What do we think about the importance of the Ten Commandments?</p> <p>5) How do many Christians try to bring freedom and justice? (themes from the Exodus story) into today's world?</p> <p>6) What can we say about the Exodus story, its themes and its importance for Christians today?</p>	<p>codes for living do non-religious people use?</p> <p>3) Who is a Humanist? What codes for living do non-religious people use?</p> <p>4) What values matter most to Christians? How does it show? Can how our different values be discussed?</p> <p>5) How do Humanists and Christians know how to act? What do they base their decisions on?</p> <p>6) What matters most to Humanists and to Christians?</p>
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Core Knowledge

<p>To know that God is holy and powerful, Christians read the Bible, especially books like Isaiah.</p> <p>To know that God is all-powerful (omnipotent), Christians look to stories like the creation in Genesis.</p> <p>To know that God is everywhere (omnipresent), Christians understand he exists beyond time and space.</p> <p>To know that God knows everything (omniscient), Christians believe he sees all moments—past, present, and future.</p> <p>To know that God is loving, Christians read 1 John and believe he came as Jesus to mend the broken relationship caused by The Fall.</p>	<p>To know that Islam is a major world religion, Muslims make up about 24% of the global population and 7% in England and Wales.</p> <p>To know that Islam means submission to Allah, Muslims live by this in name and practice.</p> <p>To know that Muslims worship Allah, they follow the Five Pillars of Islam, called ibadah.</p> <p>To know that Muslims believe in one God and Muhammad as his prophet, they recite the shahadah.</p> <p>To know that Muslims pray daily, they perform salah as a duty to Allah.</p> <p>To know that Muslims fast, they observe sawm during the month of Ramadan.</p>	<p>To know that Jewish people are diverse, they have different views on how to follow the Torah.</p> <p>To know that the Torah is sacred, every synagogue keeps a Sefer Torah in a special ark.</p> <p>To know that God guides Jewish life, the Torah shows what is allowed and expected.</p> <p>To know that something is allowed, Jews call it kosher; food rules are called kashrut, like not eating pork.</p> <p>To know that Orthodox Jews follow the Torah strictly, they believe it is God's exact word.</p> <p>To know that Progressive Jews see the Torah as inspired by God, they adapt it for modern life.</p> <p>To know that Secular Jews are still part of the Jewish</p>	<p>To know that there are different ideas about how the universe began, people look to both religion and science.</p> <p>To know that Christians believe God created the world, they read Genesis 1, which says it happened in six days.</p> <p>To know that some Christians take the Bible literally, they believe God made everything in six 24-hour days.</p> <p>To know that science explains the universe differently, some believe it began with the Big Bang Theory.</p> <p>To know that views can clash, some say science and religion give conflicting stories.</p> <p>To know that others see harmony, religious scientists</p>	<p>To know that the Exodus is important, Christians and Jews read it in the Bible and the Torah.</p> <p>To know that God's people were in Egypt, Jacob's family moved there and became slaves.</p> <p>To know that the people longed for freedom, they waited for someone to bring justice.</p> <p>To know that God chose a leader, He called Moses to free His people.</p> <p>To know that Moses led them out, he also received the Ten Commandments at Mount Sinai.</p> <p>To know that this story still matters, Christians see it as a lesson about freedom and justice today.</p>	<p>To know that everyone has a worldview, it can be religious or non-religious.</p> <p>To know that worldviews vary, they have both similarities and differences.</p> <p>To know that worldviews guide actions, they shape how people treat others and the planet.</p> <p>To know that Christians follow Jesus, their values come from his life and Church teachings.</p> <p>To know that the Bible matters to Christians, many see it as the Word of God.</p> <p>To know that Humanists value happiness and kindness, they believe in thinking for themselves.</p> <p>To know that not all non-religious people are Humanists, worldviews can still differ.</p>
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	To know that Muslims give to those in need, they give zakah each year. To know that Muslims may travel to Makkah, they take part in the hajj if they are able.	community, they may not follow religious beliefs. To know that Pesach is important, Jews celebrate it in different ways, like remembering Miriam or having vegan meals.	believe both views can work together.		To know that treating others well is shared, many worldviews follow the Golden Rule.
Vocabulary					
Holy, Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent, Isaiah, John, Testament	Muslim, Ibadah, Submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, Pilgrimage	Torah, Sefer Torah, Orthodox, Pesach, Synagogue, Kosher, Progressive, Kashrut, Secular	Science, Genesis, Big Bang Theory, Complementary, Creation, Literal, Creator, Conflicting, Interpretation, Theory	People of God, Children of Israel, Freedom, Justice, Moses, Exodus, Slavery, Egypt, Pharoah, Rescue	Humanist, Belief, Golden Rule, Humanism, Worldview, Christian, Values, Authority, Non-religious

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Religious Education

Components: content and skills that will be taught

YEAR 6

Autumn

Spring

Summer

Christians and how to live: what would Jesus do?

Why do Christians believe that Jesus was the Messiah?

Why do Hindus want to be good?

What difference does the resurrection make to Christians?

For Christians, what kind of king is Jesus?

Why do some people believe in God and some not? How does faith help people when life gets hard?

Outcome

To understand about the four gospels, noting some of the similarities and differences between them. To understand about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. To understand what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow.

To learn about the concept of 'incarnation' and how it fits within the big story of the Bible. To study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. To study and discuss selected texts alongside key Christian beliefs, using theological terms. To consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.

To build on their learning about the Hindu worldview and way of life with particular progression from the units on 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?' To build on their understanding of dharma. To hear and interpret the story of the man in the well from the Mahabharata. To investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.

To study the 'big story' of the Bible, explaining the place of incarnation and salvation. To study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts. Pupils will spend time researching the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. To consider how worship on Good Friday and Easter Sunday may vary, thinking about how Christians put their beliefs into practice in different ways. To make links between the resurrection and forgiveness. To learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross.

To find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts. To learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. To spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. To find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social

Pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. To examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. To examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.

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				structures in their local area and around the world.	
Sequencing & Skills Progression					
Ways of Knowing					
Methods and Tools					
1) Where do Christians find out about what Jesus did? 2) Why do Christians think it is wise to follow Jesus' teachings? 3) What was Jesus' sermon on the mount about? 4) How do some Christians follow Jesus' example in caring for those in need? 5) How far do Jesus' teachings and actions inspire others?	1) What was going on that meant the People of God needed a saviour? 2) What kind of rescuer/Messiah were people expecting? 3) Why do Christians believe Jesus fulfils the expectations of the Messiah? 4) Why do most Christians believe Jesus is the Messiah? 5) How does Christmas fit in with Christian beliefs about Jesus? 6) Why do Christians believe that Jesus was the Messiah?	1) Who or what is Brahman? 2) What is atman? What can be learned about atman through a Hindu story? 3) What is samsara? Why is atman important? What else is important? 4) How might dharma affect the way someone lives their life? 5) What is ahimsa and how does it affect the lives of Hindu people? 6) Why do Hindus want to be good?	1) Why do Christians believe Jesus was resurrected? 2) How do many churches mark Good Friday and Easter Sunday? 3) What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt? 4) When and why might a Christian have to stand up for their beliefs? 5) Why do Christians have hope even when someone dies? 6) What difference does the resurrection make to Christians?	1) In Jesus' parables, who is invited into God's kingdom? 2) According to Jesus' teachings, how important is forgiveness in God's kingdom? 3) How does Christian Aid try to make the world more like God's kingdom? 4) How do Christians see God's kingdom as being now and in the future? 5) For Christians, what are the features of God's kingdom and Jesus' kingship? 6) How do Christians try to live in God's kingdom?	1) Belief in God: what patterns can we see in our local area, our country and our world? 2) What do we mean by agnostic, atheist or theist? Introducing the lens of philosophy 3) How can psychology help us understand what people mean when they think about the idea of God? 4) What can we learn from theology about the idea of God? 5) Why do some people believe that God does not exist? 6) Why do some people believe in God and some people not? Where do I stand?
Core Knowledge					
To know what the word christlike means. To understand the importance of the Sermon on the Mount. To understand the	To know what the Bible says about Jesus being the Messiah. To understand what people say about Jesus being the Messiah and how it impacts	To give examples of things that a Hindu might do to show ahimsa. To understand samsara. To define and explain: Dharma	To know about the gospels. To find evidence in Luke's gospel that Jesus rose from the dead. To understand why a Christian funeral be a	To know what parables are and why Jesus told them. To understand what happened in the parable of the Great Banquet and what this parable is trying to teach	To know the similarities and differences there are between the percentage of people following religious/non-religious worldviews in the UK with

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significance of Jesus' commandment about loving your neighbor as you love yourself. To understand the parable of the housebuilders.	on celebrations of Christmas. To understand who the prophets were and what they said about Jesus being the Messiah.	Karma Atman Samsara Moksha	celebration and understand what readings a Christian would find helpful at a funeral. To understand what might happen in church on Good Friday and Easter Sunday.	Christians about the Kingdom of God. To understand what kind of world Jesus wanted and how Christians today are working to make this a reality. To give examples of how charities like Christian Aid and Prison Fellowship try to bring about God's kingdom here on Earth.	those following religious/non-religious worldviews in the whole world. To understand the LAMBI scale. To understand what an atheist, theist and agnostic believes. To describe Christian ideas about God from Biblical texts. To understand what a humanist believes.
Vocabulary					
Gospel, Theology Luke, Matthew, Mark Interpretation, Leprosy Christ-like, Parables Commandments	Messiah, Incarnation Saviour, Immanuel Micah, Theological Prophecy, Gospel Prophet, Isaiah	Dharma, Samsara Reincarnation, Atman Duty, Karma, Moksha Brahman, Ahimsa, Deity	Salvation, Resurrection Interpret, Sacrifice, Biblical, Theological, Gospel Eternal life, Incarnation, Funeral	Parable, Kingdom, Salvation, Forgiving, Unforgiving Banquet, Biblical, Inheritance Social, Unjust	Theist, Atheist, Psychology Evidence, Psychologist Agnostic, Humanist Philosophy, Reason, Theologian

SEND STATEMENT:

At St Just Primary School, we value each child's unique qualities and strengths. We have high aspirations and expectations for all children with Special Educational Needs and Disabilities (SEND) and strive to ensure that all SEND pupils make rapid and sustained progress from their starting point. We will strive to remove barriers to learning to ensure that all SEND pupils access, participate and engage with their learning therefore enabling them to fulfil their potential. These steps include targeted adult support; sentence starters, alternative means of recording, scaffolded tasks, etc...