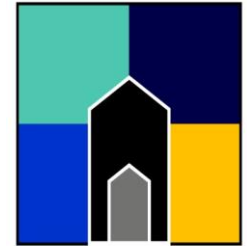




An Daras
Multi Academy Trust



An Daras Multi Academy Trust

St Stephens Community Academy

Scheme of Learning – Faith and Belief (RE)

Integrated Curriculum Scheme of Learning - 2015	
Domain of Learning:	Faith & Belief
National Curriculum Subjects:	Religious Education (RE)
Domain Leader:	Mrs. D. Bartlett
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	Cornwall Agreed Syllabus 2014 Curriculum Kernewek Dimensions Skill Ladders 14 SSCA Non-Negotiable 14 SSCA Faith & Belief Policy 15 SSCA Collective Worship Policy 15 SSCA Faith & Belief Curriculum Statement 15

St Stephens Community Academy

Faith and Belief (RE) Scheme of Learning – 2015

Curriculum Statement	<p>At St Stephens Community Academy, we believe that learning about and from Faith and Belief (RE) helps to prepare children for the opportunities, responsibilities and experiences of later life. We value RE for its contribution to the development of the children's own beliefs and values, and sense of identity. Through Faith and Belief, we hope to foster a culture of tolerance and acceptance, as well as an ability to question, thoughtfully, the world that we live in.</p> <p>RE is statutory for all registered pupils on the academy roll. The academy follows the Cornwall Agreed Syllabus for Religious Education. Within this syllabus a strong emphasis is placed on learning about religion from a Cornish context.</p> <p>Parents have the right to withdraw their child from RE and suitable alternative provision will be made.</p> <p>Below you will find an overview of what your child will be expected to learn in each of the Key Stages.</p> <p>Foundation Stage</p> <p>During the foundation stage, children begin to explore the world of religion under the title of "People and Communities", found in the Foundation Stage Curriculum. This includes reflection of their own experiences in terms of family routines and traditions, eventually relating these to those of other people in the local and wider communities.</p> <p>Key Stage One</p> <p>At Key Stage One children explore religion using stories, places of worship and festivals themes. In this way, they are able to use themselves and their own thoughts/experiences as a starting point, branching out to learn about Christianity, Judaism and Hinduism. Children will encounter a range of artefacts, and are able to put their knowledge into context, through off-site visits to religious sites and buildings. Children learn to recognise that beliefs are expressed in a variety of ways, and to understand the importance and value of religion for believers. Children are encouraged to ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.</p> <p>Key Stage Two</p> <p>At Key Stage 2 children investigate and consider the impact of religion and belief in Cornwall, nationally and globally. They make connections between different aspects of religion and belief and consider different forms of religious expression. They learn about sacred texts and other sources of wisdom and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong and communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others, in the light of their learning in religious education. Children study, in a more systematic way, Sikhism, Judaism and Islam, as well as other non-religious world views. References such as illustrations and examples may be drawn from a variety of faiths/belief systems as appropriate.</p> <p>Progression in RE will be assessed through listening to children's responses and contributions to discussions, as well as by evaluating their written</p>
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	work. An age-related assessment will be given to parents/carers on end of year reports, and may be discussed as appropriate at parent/teacher meetings.
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Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1– Unit Title	What is a Church? <i>Faith- Christianity</i>	Which stories about Jesus were told in the church? (focus on Christmas) <i>Faith - Christianity</i>	What are the important stories told by Hindus? (focus on Rama and Sita and Divali) <i>Faith - Hinduism</i>	What festivals are celebrated in my community and what are their stories? (focus on Easter) <i>Faith - Christianity</i>	What churches are in my part of Cornwall and how do they make a difference to families? <i>Faith - Christianity</i>	What does it mean to be part of a Hindu family? <i>Faith- Hinduism</i>
A. Agreed Syllabus 2014 Page Reference	Cornwall SCARE P27	Cornwall SCARE P26	Cornwall SCARE P28/9	Cornwall SCARE P27	Cornwall SCARE P27	Cornwall SCARE P28/9
B. ADMAT Aims Link	Accelerating and sustaining children's progress towards higher achievement	Ensuring children are equipped for the next phase of learning	Creating an enjoyable & creative curriculum that meets the learning needs of children	Creating an enjoyable & creative curriculum that meets the learning needs of children	Ensuring children are equipped for the next phase of learning	Accelerating and sustaining children's progress towards higher achievement
C. SSCA Aims Link	3g, 4a, 5c	4a, 5c, 3g	3b, 3g	3b, 3g	2c, 3b, 3g, 4a, 5c	3b, 3g
D. Key knowledge (SACRE Learning objectives)	Learning about Religion: 1f Identify and suggest meanings for religious symbols and begin to use a range of religious words Learning from Religion: 2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, joy and sadness	Learning about Religion: 1a explore a range of religious stories and sacred writings and talk about their meaning Learning from Religion: 2d Reflect on how spiritual and moral values relate to their own behaviour	Learning about Religion: 1a explore a range of religious stories and sacred writings and talk about their meaning Learning from Religion: 2d Reflect on how spiritual and moral values relate to their own behaviour	Learning about Religion: 1b Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate Learning from Religion: 2e Recognise that religious teachings and ideas make a difference to individuals, families and the local community	Learning about Religion: 1g Explore how faith communities make a difference to communities in Cornwall Learning from Religion: 2e Recognise that religious teachings and ideas make a difference to individuals, families and the local community	Learning about Religion: 1c Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives Learning from Religion: 2e Recognise that religious teachings and ideas make a difference to individuals, families and the local community
E. Breadth of Study	Religion: Christianity Themes: 3f Symbols: How and why symbols express religious meaning Experiences and Opportunities: 3j: Visiting places of worship and focussing on symbols and feelings 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community	Religion: Christianity Themes: 3d Story: How and why some stories are sacred and important in religion Experiences and Opportunities: 3k: Listening and responding to visitors from local faith communities 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community	Religion: Hinduism Themes: 3d Story: How and why some stories are sacred and important in religion Experiences and Opportunities: 3m: Using art and creativity, music, dance and drama to develop their talents and imagination 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community	Religion: Christianity Themes: 3e Celebrations: How and why celebrations are important in religion Experiences and Opportunities: 3m: Using art and creativity, music, dance and drama to develop their talents and imagination 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community	Religion: Christianity Themes: 3h Belonging: Where and how people belong and why belonging is important Experiences and Opportunities: 3n: Sharing their own beliefs, ideas and values and talking about their feelings and experiences 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community	Religion: Hinduism Themes: 3h Belonging: Where and how people belong and why belonging is important Experiences and Opportunities: 3k: Listening and responding to visitors from local faith communities 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community

F. Faith and Belief Content	Kernewek: N/A Christianity: Characteristics of “the Church”: - Meanings of the term “Church” Church structures and organisations: - Things found in churches (pews, font, altar, bibles etc) - Symbols (cross/crucifix, water, candles, colours) The Church year - Importance of Sunday	Kernewek: N/A Christianity: Worship: - Reading the Bible - Listening to stories The Church year - Key celebrations in Jesus’ life The Christian Way of Life - Christians try to follow the example of Jesus especially his teaching on love and forgiveness	Kernewek: N/A Hinduism: Hindu Traditions: - Originally an Indian religion One God: - Represented through many different images and names e.g. Rama, Krishna, Shiva, Ganesha etc Scriptures: - Rama and Sita - Rama’s exile and return - The childhood of Krishna Festivals: - Divali	Christianity: Key Features of Jesus’ life: - That he died and rose again, ascended to heaven (Good Friday, Easter Day, Ascension) The Church’s year: - Key celebrations of Jesus’ life - Easter The Christian way of life: - Christians believe that everyone is important and of equal value	Kernewek: Cornwall as a place of spiritual inquiry: - Local stories and places of importance near the school – St Stephens Church. Christianity: Characteristics of “the Church”: - The name given to a variety of buildings where Christians usually meet Worship: - Prayer - Baptisms and weddings - Sunday service Church Structures and organisation: People who have a special role in the church – ministers, elders, priests. The Christian way of life: - Personal and community action – relationships established by the church to support communities	Kernewek: N/A Hinduism: Values: - Respect for father and ancestors - Respect and care for other people and all living things - The importance of honesty and truthfulness Hindu Traditions: - Hindus live all over the world and those living in the UK come from all over the world many now born in the UK and consider this home The importance of the family: - Love and loyalty between all members of the extended family - The community as a family
G. Key Skills and Understanding (Dimension Skills Ladder 2014)	RE1 Identify the importance, for some people, of belonging to a religion or holding special beliefs RE2 Identify religious symbols RE4 Begin to use a range of religious words RE16 Suggest meanings for religious symbols	RE4 Begin to use a range of religious and moral words RE7 Recognise that religious teachings and ideas make a difference to the lives of individuals, families and communities RE10 Reflect on how spiritual values relate to their own behaviour RE11 Reflect on how moral values relate to their own behaviour RE14 Respond to a range of religious and moral stories and talk about their meanings Ci1 Recognise the difference between good and bad choices	RE1 Identify the importance, for some people, of belonging to a religion or holding special beliefs RE2 Identify religious symbols RE4 Begin to use a range of religious words RE10 Reflect on how spiritual values relate to their own behaviour RE11 Reflect on how moral values relate to their own behaviour Ci1 Recognise the difference between good and bad choices Ci2 Recognise the difference between right	RE6 Recognise how celebrations and worship make a difference to individual, families and local communities RE8 Name and explore a range of celebrations RE9 Name and explore a range of worship styles and rituals	RE1 Identify the importance, for some people, of belonging to a religion or holding special beliefs RE5 Identify what matters most to them, in relation to religious and spiritual feelings, experiences and concepts RE6 Recognise how celebrations and worship make a difference to individual, families and local communities RE7 Recognise that religious teachings and ideas make a difference to the lives of individuals, families and communities	RE1 Identify the importance, for some people, of belonging to a religion or holding special beliefs RE3 Identify similarities where appropriate RE6 Recognise how celebrations and worship make a difference to individual, families and local communities RE13 Reflect on and communicate what matters most and puzzles them most in relation to religious and spiritual feelings, experiences and concepts

		Ci2 Recognise the difference between right and wrong and what is fair and unfair	and wrong and what is fair and unfair			
H. Cross Curricular Links (Core non-negotiable standards)	Literacy – note taking, IT/E Safety – use of ipad / camera Art & Design: sketching D&T: building junk models of a church	Literacy - note taking, drafting own rules IT/E Safety – Internet research PHSE: codes of behaviour, class rules	Literacy- drama / role play IT/E Safety – internet research D&T: design own gods e.g. using Mod roc	Literacy - simple sentences IT/E Safety – Internet research PHSE: what celebrations do we experience at school?	Literacy: note taking, ICT: to explore religions, beliefs as practiced in the local and wider community History: churches in different time periods	Literacy: note taking ICT: Internet research Science: respect for living things
I. Assessment Pathway	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
2 – Unit Title	What is the Bible? <i>Faith - Christianity</i>	Who is Jesus? <i>Faith - Christianity</i>	How did the Celtic saints follow the example of Jesus? <i>Faith - Christianity</i>	Who do Hindus look up to? Who are their heroes of faith? <i>Faith - Hinduism</i>	How do Hindus worship? <i>Faith - Hinduism</i>	How do Christians worship in my community? <i>Faith - Christianity</i>
A. Agreed Syllabus 2014 Page Reference	Cornwall SCARE P27	Cornwall SCARE P26	Cornwall SCARE P26/7	Cornwall SCARE P29	Cornwall SCARE P29	Cornwall SCARE P27
B. ADMAT Aims Link	Accelerating and sustaining children's progress towards higher achievement	Ensuring children are equipped for the next phase of learning	Creating an enjoyable & creative curriculum that meets the learning needs of children	Accelerating and sustaining children's progress towards higher achievement	Creating an enjoyable & creative curriculum that meets the learning needs of children	Ensuring children are equipped for the next phase of learning
C. SSCA Aims Link	1b, 3b, 3g, 4b, 5c	1b, 3b, 3g, 4b, 5c	5c	1b, 3b, 3g, 4b, 5c	3g, 3f	3d, 4a, 5c
D. Key knowledge (SACRE Learning objectives)	Learning about Religion: 1a explore a range of religious stories and sacred writings and talk about their meaning Learning from Religion: 2b Ask and respond imaginatively to puzzling questions, communicating their ideas	Learning about Religion: 2d Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. Learning from Religion: 2b Ask and respond imaginatively to puzzling questions, communicating their ideas	Learning about Religion: 1c Identify the importance for some people, of belonging to a religion and recognise the difference this makes to their lives Learning from Religion: 2f Reflect on how living in Cornwall is shaped by its religious traditions from the earliest times.	Learning about Religion: 1c Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives Learning from Religion: 2c Identify what matters to them and others including those with religious commitments and communicate their response	Learning about Religion: 1e Explore how religious believers communicate with God (s), each other and people outside their community Learning from Religion: 2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, joy and sadness	Learning about Religion: 1e Explore how religious believers communicate with God (s), each other and people outside their community Learning from Religion: 2f Reflect on how living in Cornwall is shaped by its religious traditions from the earliest times.
E. Breadth of Study	Religion: Christianity Themes: 3c Believing: What people believe about God, humanity and the natural world Experiences and Opportunities: 3n: Sharing their own beliefs, ideas and values and talking about their feelings and experiences 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community	Religion: Christianity Themes: 3g Leaders and Teachers: Figures who have an influence on others locally, nationally and globally Experiences and Opportunities: 3n: Sharing their own beliefs, ideas and values and talking about their feelings and experiences 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community	Religion: Christianity Themes: 3g Leaders and Teachers: Figures who have an influence on others locally, nationally and globally Experiences and Opportunities: 3l: Using their senses and having times of quiet reflection 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community	Religion: Hinduism Themes: 3c Believing: What people believe about God, humanity and the natural world Experiences and Opportunities: 3l: Using their senses and having times of quiet reflection 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community	Religion: Hinduism Themes: 3f Symbols: How and why symbols express religious meaning Experiences and Opportunities: 3m: Using art and creativity, music, dance and drama to develop their talents and imagination 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community	Religion: Christianity Themes: 3h Belonging: Where and how people belong and why belonging is important 3i Myself: Who I am and my uniqueness as a person in family and community Experiences and Opportunities: 3k: Listening and responding to visitors from local faith communities 3o: Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community

F. Faith and Belief Specific Content	Kernewek: N/A Christianity: The nature of the Bible: - The holy book of the Christian faith - contains stories, poems, sayings Uses of the Bible: - Preaching and teaching in church - Christians read from it regularly in order to learn about their faith Evidence of God: - Ways of understanding God are revealed and confirmed through the Bible especially the example of Jesus as well as by looking at the natural world.	Kernewek: N/A Christianity: God: - Father, this means God who loves, cares and has authority - Son, this means God who comes to be with us in the person of Jesus - The Holy Spirit, this means God who is with us now, who brings us to the father through Jesus - Creator, this means God who cares for the world and expects people to care for the world figure: - Key features of his life, birth (Christmas) - Jesus' disciples and friends - Jesus as a healer - Jesus as a teacher e.g. the two greatest commandments Jesus in Christian experience: - Jesus is a special person for Christians - Following Jesus changed and continues to change people's lives	Kernewek: Cornwall as a place of spiritual inquiry: - Special people like St Petroc, St Piran and the Cornish saints - Celtic crosses Christianity: The Christian way of life: - Christians try to follow the examples of Jesus especially his teaching of love and forgiveness - Famous Christians who set example for others to follow e.g. saints and others who lived a life of service	Kernewek: N/A Hinduism: One God: - Represented through many different images and names e.g. Rama, Krishna, Shiva, Ganesha Hindu Traditions: - The importance of close contact between Hindus in the UK and their families in India and other countries in the world Scriptures: - Know names of important scriptures e.g. Vedas, Bhagavad Gita, Ramayana Know important religious figures within the scriptures - Know the story of the childhood of Krishna - Know the personal and religious characteristics of Hindu scripture heroes	Kernewek: N/A Hinduism: Values: - Devotion to God - Respect for mother and Mother Earth Worship: - Important festivals e.g. Holi, Raksha Bandhan and the giving of rakhis - Festival food - Puja in the home – the shrine, the Arti ceremony, prashad	Kernewek: Cornwall as a place of spiritual inquiry: - Special local festivals Christianity: The Christian way of life: - Christians believe that everyone is important and of equal value - How the local Christian Churches support the wider community Worship: - Singing - Teaching - Prayer
G. Key Skills and Understanding (Dimension Skills Ladder 2014)	RE1 Identify the importance, for some people, of belonging to a religion or holding special beliefs RE2 Identify religious symbols RE3 Identify similarities where appropriate RE4 Begin to use a range of religious and moral words RE14 Respond to a range of religious and moral stories	RE12 Explore and reflect on how religious ideas and beliefs can be expressed through the arts RE13 Reflect on and communicate what matters most and puzzles them most in relation to religious and spiritual feelings, experiences and concepts	RE1 Identify the importance, for some people, of belonging to a religion or holding special beliefs RE6 Recognise how celebrations and worship make a difference to individual, families and local communities	RE1 Identify the importance, for some people, of belonging to a religion or holding special beliefs RE15 Respond to a range of sacred writings and talk about their meanings	RE1 Identify the importance, for some people, of belonging to a religion or holding special beliefs RE6 Recognise how celebrations and worship make a difference to individual, families and local communities RE9 Name and explore a range of worship styles and rituals	RE1 Identify the importance, for some people, of belonging to a religion or holding special beliefs RE6 Recognise how celebrations and worship make a difference to individual, families and local communities

	and talk about their meanings RE15 Respond to a range of sacred writings and talk about their meanings					
H. Cross Curricular Links (Core non-negotiable standards)	Literacy: Write different kinds of sentences Maths: page / verse numbers IT/E Safety – Internet research Art & Design: Create own bible cover	Literacy: questioning IT/E Safety: Internet research Art: looking & expressing views on religious art	Literacy: Write simple sentences / reading - lives of the saints IT/E Safety: Internet research	Literacy: Write simple sentences IT/E Safety: Internet research	Literacy: Write simple sentences / reading - Hindu worship IT/E Safety: Internet research	Literacy: Write simple sentences IT/E Safety: Internet research Geog: Visit to churches in the local community
I. Assessment Pathway	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3– Unit Title	Who are Muslims? <i>Faith - Islam</i>	What is going on Hajj? <i>Faith- Islam</i>	How did Christianity come to Cornwall and the Celtic saints? (focus on spread of the Gospel) <i>Faith - Christianity</i>	What is the nature of the Bible and why is the Bible important to Christians? (focus on the New Testament in Cornish Language) <i>Faith - Christianity</i>	What is the relationship between Jesus and God? (focus on exploring who Jesus is) <i>Faith - Christianity</i>	How Christians worship and what do is the place of Jesus in that worship? <i>Faith - Christianity</i>
A. Agreed Syllabus 2014 Page Reference	Cornwall SCARE P38/9	Cornwall SCARE P38/9	Cornwall SCARE P35	Cornwall SCARE P36	Cornwall SCARE P35	Cornwall SCARE P35
B. ADMAT Aims Link	Ensuring children are equipped for the next phase of learning	Creating an enjoyable & creative curriculum that meets the learning needs of children	Accelerating and sustaining children's progress towards higher achievement	Accelerating and sustaining children's progress towards higher achievement	Creating an enjoyable & creative curriculum that meets the learning needs of children	Ensuring children are equipped for the next phase of learning
C. SSCA Aims Link	2a, 3a, 3b, 3g, 4a, 5c	2a, 3a, 3b, 3g, 4a, 5c	4a, 5c	2c, 3a, 3g, 4b, 5c	2c, 3a, 3g, 4b, 5c	2c, 3a, 3g, 4b, 5c
D. Key knowledge (SACRE Learning objectives)	Learning about Religion: 1a Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others 1c Describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings Learning from Religion: 2a Reflect on what it means to belong to a faith community, communicating their own and others responses	Learning about Religion: 1d Identify and begin to describe the similarities and differences within and between religions Learning from Religion: 2c Respond to the challenges of commitment both in their own lives and within religious traditions recognising how commitment to a religion is shown in a variety of ways	Learning about Religion: 1b Identify key moments in the story of Christianity in Cornwall and how that has shaped Cornwall Learning from Religion: 2b Reflect on the impact of living in Cornwall and how this place helps to form their own and others views of the world and the place of religion within it	Learning about Religion: 1f consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them 1j Use and interpret information about religions from a range of sources Learning from Religion: 2d Discuss their own and others views of religious truth and belief , expressing their own ideas	Learning about Religion: 1h Describe and begin to understand religious and other responses to ultimate and ethical questions Learning from Religion: 2d Discuss their own and others views of religious truth and belief , expressing their own ideas	Learning about Religion: 1g Describe how peoples seek to communicate with God and how this informs the language of prayer and how they seek to communicate their beliefs within and beyond their communities Learning from Religion: 2a Reflect on what it means to belong to a faith community, communicating their own and others responses
E. Breadth of Study	Religion: Islam Themes: 3c Beliefs and questions: how peoples beliefs about God, the world and others impact on their lives Experiences and Opportunities: 3l: Encountering religion	Religion: Islam Themes: 3e Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites Experiences and Opportunities: 3m: Discussing religious and	Religion: Christianity Themes: 3h Inspirational people: figures from whom believers find inspiration Experiences and Opportunities: 3n Considering a range of human experiences and feelings	Religion: Christianity Themes: 3d teachings and authority: what sacred texts and other sources say about God, the world and human life Experiences and Opportunities: 3l: Encountering religion	Religion: Christianity Themes: 3c Beliefs and questions: how peoples beliefs about God, the world and others impact on their lives 3h Inspirational people: figures from whom believers find inspiration	Religion: Christianity Themes: 3e Worship, pilgrimage and sacred places: where, how and why people worship 3i Religion and the individual: what is expected of a person in following a religion or belief

	through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global community 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally	philosophical questions, giving reasons for their own beliefs and those of others 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally	3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally	through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global community 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally	Experiences and Opportunities: 3o Reflecting on their own and others insights into life and its origin, purpose and meaning 3p Expressing and communicating their own and others insights through art and design, music, dance, drama and ICT	Experiences and Opportunities: 3m: Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others 3p Expressing and communicating their own and others insights through art and design, music, dance, drama and ICT
F. Faith and Belief Specific Content	Kernewek: N/A Islam: Tawhid (oneness of Allah) - Allah's attributes revealed in the Qur'an - Signs of Allah's creation through nature - Human beings as the best of Allah's creations Iman (the six articles of Faith) - The unity of God - The angels of God - The books of God especially the Qur'an - The prophets of God especially Muhammad - The Day of Judgement - The supremacy of Gods will (pre-destination) Akhlaq (Character and moral conduct) - Life events such as the birth of a child, marriage and death - Leadership of father and mother within the family - Features of living in a Muslim family e.g. facilities for wudu, salah and dietary requirements - The importance of cleanliness	Kernewek: N/A Islam: Iman (Faith): Books of Guidance: - The Qur'an as the final revelation and ultimate source of guidance - Muslims recognise other books of guidance from God e.g. Torah scrolls - How the Qur'an was revealed Messengers of Allah: - The prophet Muhammad and his key role as the final prophet recipient of the final Divine revelation in the Arabic language Akhira: - Belief in the hereafter Ibadah (Worship and Belief in practice) - The five pillars of Islam (Shahadah, Salah, Sawm, Zakah, Hajj) Hajj: - The pilgrimage to Makkah held every year and the obligation for a Muslim to go on Hajj once in a lifetime if able	Kernewek: Cornwall as a place of Spiritual inquiry - Why do people feel attracted to Cornwall as a centre of spirituality and spiritual experience Cornwall as a place of Christianity - How Christianity came to Cornwall - How were the Gospels used to develop Christianity in Cornwall - Who were the Celtic saints who brought Christianity to Cornwall Jesus - The life and teaching of Jesus as told in the Gospels The Christian way of life: - How Christian beliefs and values are expressed through exemplars of faith	Kernewek: Cornwall as a place of Christianity - The translation of the New Testament into Cornish Christianity The Bible: - Basis of Christian faith - How the Bible has been translated into different languages found in the British Isles - The Old Testament, the New Testament, the Apocrypha Types of Writing: - History, law, wisdom, prophecy, Gospels, letters - Focus on the significance of the meaning and significance of stories Uses of the Bible: - Personal devotion - In public worship - As a basis for art, song, culture	Kernewek: N/A Christianity: Jesus as an historical figure: - He lived at the time of the Romans - His story is told in the Gospels Key features of Jesus' life: - His birth and its meaning - Baptism and temptations - Disciples, friends and followers - Teaching about the Kingdom of God in parables and miracles - Holy week and the passion narratives - The Resurrection Jesus in Christian experience: - The effect of Jesus on the lives of individuals - Beliefs about Jesus – Son of God, Saviour	Kernewek: N/A Christianity: The Church-worship - The Eucharist, the Lords Supper, the Lords Table, the Breaking of Bread, Mass, the Divine Liturgy - The use of silence and language in worship - Some prayers and their meaning particularly the Lords Prayer The Christian way of life: - Key Christian values (Fruit of the Spirit) love, peace, kindness, faithfulness, self control, joy, patience, goodness, gentleness Jesus in Christian experience: - The effect of Jesus on the lives of individuals - Beliefs about Jesus – Son of God, Saviour

	<ul style="list-style-type: none"> - Role of the mosque as social, religious, educational and welfare centre - The three most important mosques in the world for Muslims - People with responsibility in the community e.g. Ulama (scholars) - Respect for teachers, elders, the learned and the wise 					
G. Key Skills and Understanding (Dimension Skills Ladder 2014)	RE18 Recognise that people can have different identities, beliefs and practices and different ways of belonging RE19 Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system	RE18 Recognise that people can have different identities, beliefs and practices and different ways of belonging of the belief system RE20 Investigate and suggest meanings for celebrations, worship and rituals, thinking about similarities and differences	RE19 Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system RE21 Respond to questions of meaning and purpose in life, speculating about questions and opinions	RE21 Respond to questions of meaning and purpose in life, speculating about questions and opinions RE22 Respond to questions of right and wrong in life, thinking about questions and opinions	RE17 Recognise, describe and interpret how symbols and actions are used to express beliefs RE18 Recognise that people can have different identities, beliefs and practices and different ways of belonging	RE18 Recognise that people can have different identities, beliefs and practices and different ways of belonging RE21 Respond to questions of meaning and purpose in life, speculating about questions and opinions
H. Cross Curricular Links (Core non-negotiable standards)	Literacy: retell stories IT/E Safety: Internet research, presenting findings	Literacy: retell stories IT/E Safety: Internet research, presenting findings	Literacy: retell stories, lives of the saints IT/E Safety: Internet research, presenting findings Geog: locating churches on a map	Literacy: retell stories, express own ideas IT/E Safety: Internet research, presenting findings	Literacy: ethical questions, discuss ideas, present findings IT/E Safety: research inspirational people	Literacy: write a simple prayer, Speaking to an audience IT/E Safety: Internet research,
I. Assessment Pathway	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4– Unit Title	How do Christians seek to live their lives as imitations of Jesus? <i>Faith - Christianity</i>	What does the Cornish rebellion of 1549 say about Cornwall? <i>Faith - Christianity</i>	How is the Bible used by Christians in different contexts? <i>Faith - Christianity</i>	How do Christians celebrate significant life events? <i>Faith - Christianity</i>	What can we learn about Judaism? <i>Faith - Judaism</i>	What is the meaning of the Jewish celebration of Passover? <i>Faith - Judaism</i>
A. Agreed Syllabus 2014 Page Reference	Cornwall SCARE P35	Cornwall SCARE P35	Cornwall SCARE P35	Cornwall SCARE P36	Cornwall SCARE P37	Cornwall SCARE P39
B. ADMAT Aims Link	Ensuring children a caring but challenging learning environment	Creating an enjoyable & creative curriculum that meets the learning needs of children	Accelerating and sustaining children's progress towards higher achievement	Ensuring children a caring but challenging learning environment	Creating an enjoyable & creative curriculum that meets the learning needs of children	Ensuring children are equipped for the next phase of learning
C. SSCA Aims Link	1b, 3b, 3g, 4b, 5c	1b, 1e, 3b, 3g, 4e, 5c	1b, 1e, 3b, 3g, 4e, 5c	1b, 1e, 3b, 3g, 4e, 5c	4a, 5c	2a, 3a, 3b, 4a, 5d
D. Key knowledge (SACRE Learning objectives)	Learning about Religion: 1c Describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings Learning from Religion: 2a Reflect on what it means to belong to a faith community, communicating their own and others responses	Learning about Religion: 1e Investigate the significance of religion in the local, national and global communities Learning from Religion: 2c Respond to the challenges of commitment both in their own lives and within religious traditions recognising how commitment to a religion is shown in a variety of ways	Learning about Religion: 1i Use specialist vocabulary in communicating their knowledge and understanding Learning from Religion: 2e Reflect on ideas of right and wrong and their own and others response to them	Learning about Religion: 1c Describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings Learning from Religion: 2a Reflect on what it means to belong to a faith community, communicating their own and others responses	Learning about Religion: 1f Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them Learning from Religion: 2c Respond to the challenges of commitment both in their own lives and within religious traditions recognising how commitment to a religion is shown in a variety of ways	Learning about Religion: 1j Use and interpret information about religions from a range of sources Learning from Religion: 2d Discuss their own and others views of religious truth and belief, expressing their own ideas
E. Breadth of Study	Religion: Christianity Themes: 3c Beliefs and questions: how peoples beliefs about God, the world and others impact on their lives Experiences and Opportunities: 3l: Encountering religion through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global community	Religion: Christianity Themes: 3j Religion, family and community: how religious families and communities practise their faith, and the contributions this makes/has made to local life and history Experiences and Opportunities: 3n Considering a range of human experiences and questions	Religion: Christianity Themes: 3g Symbols and religious expression: how religious and spiritual ideas are expressed Experiences and Opportunities: 3m: Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others 3q: Developing the use of ICT, particularly in enhancing pupils'	Religion: Christianity Themes: 3f The journey of life and death: why some occasions are sacred to believers, and what people think about life after death Experiences and Opportunities: 3o Reflecting on their own and others insights into life and its origin, purpose and meaning 3p Expressing and communicating their own and others insights through	Religion: Judaism Themes: 3j Religion, family and community: how religious families and communities practice their faith and contributions this makes to local life Experiences and Opportunities: 3l: Encountering religion through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global	Religion: Judaism Themes: 3j Religion, family and community: how religious families and communities practice their faith and contributions this makes to local life Experiences and Opportunities: 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally

			awareness of religions and beliefs globally	art and design, music, dance, drama and ICT	community 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally	
F. Faith and Belief Specific Content	Kernewek: N/A Christianity: Jesus in Christian experience: - The effects of Jesus on the lives of individuals - Beliefs about Jesus – son of God and Saviour Personal and community action: - How does the example of Jesus impact on personal relationships, caring and healing, attitudes to social issues and attitudes to global issues	Kernewek: Cornwall as a place of Christianity: - The Prayer Book Rebellion of 1549 Christianity: The history of the Church: - Key figure/events in the history of the Church especially with reference to Christianity coming to and developing in the UK	Kernewek: N/A Christianity: Description of God: - Language, symbols, stories describe God as creator and sustainer-loving, ruler, saviour and just judge Evidence of God: - Ways of understanding God rest upon important foundations which are revealed and confirmed through, scripture, teaching of the church Uses of the Bible: - Personal devotion - Public worship- services, use of psalms, readings for festivals	Kernewek: N/A Christianity: The Christian way of life: - Belief that human beings are made in the image and likeness of God, become sinful, can be redeemed - How these beliefs are expressed in stories and pictures Significant life events: - Birth and growing up and how in some traditions these relate to baptism and confirmation but not other traditions - Marriage - Death and the different ways funerals are conducted - Different attitudes to the dead and why some Christians keep the commemoration of All Souls day and others don't	Kernewek: N/A Judaism: G-d: - Jewish belief about G-d - G-d is one, good - G-d is the creator - G-d cares for all people Belief exemplified through: - The Shema - First four of the 10 commandments - Psalms and songs - Tenakh stories - Wearing of kippah and tallit Importance of repentance and forgiveness: - Rosh Hashanah - Yom Kippur - The Book of Life The value and expression of gratitude: - Blessing before and after meals - General blessings Family Life: - The variety of ways of being Jewish e.g. Orthodox, Ashkenazi, Progressive - The family home including Shabbat	Kernewek: N/A Judaism: G-d: - Jewish belief about G-d - G-d is one, good - G-d is the creator - G-d cares for all people Belief exemplified through: - The Shema - First four of the 10 commandments - Psalms and songs - Tenakh stories - Wearing of kippah and tallit Importance of repentance and forgiveness: - Rosh Hashanah - Yom Kippur - The Book of Life The value and expression of gratitude: - Blessing before and after meals - General blessings Family Life: - The variety of ways of being Jewish e.g. Orthodox, Ashkenazi, Progressive - The family home including Shabbat
G. Key Skills and Understanding (Dimension Skills Ladder 2014)	RE17 Recognise, describe and interpret how symbols and actions are used to express beliefs	RE18 Recognise that people can have different identities, beliefs and practices and different ways of belonging	RE19 Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system	RE20 Investigate and suggest meanings for celebrations, worship and rituals, thinking about similarities and differences	RE22 Respond to questions of right and wrong in life, thinking about questions and opinions	RE21 Respond to questions of meaning and purpose in life, speculating about questions and opinions
H. Cross Curricular Links (Core non-negotiable)	Literacy: talk & listen confidently. Justify own views	Literacy: Give a personal point of view ICT/E Safety: Internet	Literacy: use of specialist vocabulary. Express ideas confidently	Literacy: recording how they celebrate life events Present views with	Literacy: Skim & scan to locate information ICT/E Safety: : Internet	Literacy: diary of celebration for Jewish child Role play Passover

standards)	ICT/E Safety: Internet research, presenting findings Links to Class Topics	research, presenting findings Links to Class Topics	ICT/E Safety: : Internet research, presenting findings Links to Class Topics	confidence ICT/E Safety: : Internet research, presenting findings Links to Class Topics	research, presenting findings Links to Class Topics	ICT/E Safety: : Internet research, presenting findings Links to Class Topics
I. Assessment Pathway	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5– Unit Title	How is the Bible used in Christian worship in local churches? <i>Faith - Christianity</i>	Why do many Christians have a structure to their year and why do some not? <i>Faith - Christianity</i>	Who are Sikhs? <i>Faith - Sikhism</i>	What is the importance of the Gurdwara? <i>Faith - Sikhism</i>	Why is Methodism so important to Cornish communities? <i>Faith - Christianity</i>	What are the Holy Spirit and the Fruits of the Spirit? <i>Faith - Christianity</i>
A. Agreed Syllabus 2014 Page Reference	Cornwall SCARE P36	Cornwall SCARE P35/6	Cornwall SCARE P40	Cornwall SCARE P40/1	Cornwall SCARE P35	Cornwall SCARE P36
B. ADMAT Aims Link	Ensuring children's active participation in outdoor learning opportunities	Accelerating and sustaining children's progress towards higher achievement	Accelerating and sustaining children's progress towards higher achievement	Ensuring children have a caring but challenging learning environment	Creating an enjoyable & creative curriculum that meets the learning needs of children	Ensuring children are equipped for the next phase of learning
C. SSCA Aims Link	1e, 2a, 2c, 3b, 3g, 4b, 5d,	1e, 2a, 2c, 3b, 3g, 4b, 5d,	3b, 4a, 4b	3b, 4a, 4b	3d, 4a, 5d	3a, 3f, 5d
D. Key knowledge (SACRE Learning objectives)	Learning about Religion: 1g Describe how people seek to communicate with God and how this informs the language of prayer and how they seek to communicate their beliefs with and beyond their communities Learning from Religion: 2a Reflect on what it means to belong to a faith community, communicating their own and others responses	Learning about Religion: 1d Identify and begin to describe the similarities and differences within and between religions Learning from Religion: 2c Respond to the challenges of commitment both in their own lives and within religious traditions recognising how commitment to a religion is shown in a variety of ways	Learning about Religion: 1j Use and interpret information about religions from a variety of sources Learning from Religion: 2d Discuss their own and others views of religious truth and belief , expressing their own ideas	Learning about Religion: 1j Use and interpret information about religions from a variety of sources Learning from Religion: 2d Discuss their own and others views of religious truth and belief , expressing their own ideas	Learning about Religion: 1b Identify key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present Learning from Religion: 2b Reflect on the impact of living in Cornwall and how this place helps to form their own and others views of the world and the place of religion within it	Learning about Religion: 1c Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings Learning from Religion: 2e Reflect on ideas of right and wrong and their own and others responses to them
E. Breadth of Study	Religion: Christianity Themes: 3d Teachings and authority: what sacred texts and other sources say about God, the world and human life Experiences and Opportunities: 3m: Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others 3p Expressing and communicating their own and others insights through	Religion: Christianity Themes: 3g Symbols and religious expression: how religious and spiritual ideas are expressed Experiences and Opportunities: 3m: Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others 3p Expressing and communicating their own and others insights through art and design, music,	Religion: Sikhism Themes: 3i Religion and the individual: what is expected of a person in following a religion or belief Experiences and Opportunities: 3l: Encountering religion through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global community 3q: Developing the use of ICT, particularly in	Religion: Sikhism Themes: 3j Religion, family and community: how religious families and communities practise their faith, and the contributions this makes/has made to local life and history Experiences and Opportunities: 3l: Encountering religion through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global	Religion: Christianity Themes: 3j Religion, family and community: how religious families and communities practise their faith, and the contributions this makes/has made to local life and history Experiences and Opportunities: 3l: Encountering religion through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global	Religion: Christianity Themes: 3k Beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment Experiences and Opportunities: 3m: Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others

	art and design, music, dance, drama and ICT	dance, drama and ICT	enhancing pupils' awareness of religions and beliefs globally	community 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally	community 3q: Developing the use of ICT, particularly in enhancing pupils' awareness of religions	
F. Faith and Belief Specific Content	<p>Kernewek: N/A</p> <p>Christianity: Versions of the Bible in English:</p> <ul style="list-style-type: none"> - The basis of Christian faith - The Bible as translated from its original languages of Hebrew, Aramaic and Greek - Different translators and translations and how they shape the language of different churches - How is the Bible used differently in the local church de-nomination services/communities - How does the Bible contribute to personal devotion 	<p>Kernewek: N/A</p> <p>Christianity: The Churches year:</p> <ul style="list-style-type: none"> - The structure of the year around the key events in the life of Jesus and the history of the Church - How these are events are celebrated in different parts of the world - Advent, Christmas and Ephinany <p>Church structures and organisations:</p> <ul style="list-style-type: none"> - How buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the community 	<p>Kernewek: N/A</p> <p>Sikhism: Belief and Values:</p> <ul style="list-style-type: none"> - Sikhs believe in one god who is the Supreme Truth, the Ultimate Reality and the Creator of all things <p>Values:</p> <ul style="list-style-type: none"> - Mediation based on scriptures (nam simran) - Earning by honest means (kirat karna) - Sharing (vand Chhakna) - Service to all human beings (sewa) - Acceptance of Gods will (hukam) - Equality of gender - Equality of race and creed – the oneness of humanity <p>Practices:</p> <ul style="list-style-type: none"> - Holy days (Gurpurbs) - Ceremonies (naming, turban tying, Amrit ceremony, marriage, dearth) <p>Symbols:</p> <ul style="list-style-type: none"> - Ik Onkar (there is one God) - Khanda – the Sikh symbol 	<p>Kernewek: N/A</p> <p>Sikhism: The Gurus:</p> <ul style="list-style-type: none"> - The lives and teachings of the Ten Gurus- in detail - Guru Nanak, Guru Arjan, Guru Har Gobind, Guru Tegh Bahadur and Guru Gobind Singh. <p>Gurdwara:</p> <ul style="list-style-type: none"> - A place of Sikh worship which extends welcome to men and women of all races and creeds - Features include, congregation (sangat), common meal (langar) - Significant people include, Granthi who reads the Guru Granth sahib, musicians and singers. - Know about The Golden Temple and other historic gurdwara <p>The Five Ks:</p> <ul style="list-style-type: none"> - Kesh, Kangha, Kara, Kachera, Kirpan 	<p>Kernewek: Cornwall as a place of Christianity?</p> <ul style="list-style-type: none"> - The coming of non-conformity, its diversity and the importance of John Wesley and Methodism in today's Cornwall - The main elements of Methodist belief and how it differs from other mainstream Christian denominations - The spread of Methodist belief across the world 	<p>Kernewek: N/A</p> <p>Christianity: The nature of God:</p> <ul style="list-style-type: none"> - God as Father, son and Holy Spirit <p>Beliefs about the Church:</p> <ul style="list-style-type: none"> - Guided by the Holy Spirit, it carries on the work of Jesus <p>Key Christian values:</p> <ul style="list-style-type: none"> - Pupils own understanding of "Fruit of the Spirit" (Love, Peace, Kindness, Faithfulness, Self-Control, Joy, Patience, Goodness, Gentleness) <p>Personal and Community Action:</p> <ul style="list-style-type: none"> - How Christian beliefs and values are expressed through exemplars of the faith and through Christian organisations
G. Key Skills and Understanding (Dimension Skills Ladder 2014)	RE24 Recognise and explore the significance and impact of religion and belief in some local, national and global communities	RE28 Respond to the meaning of a range of forms of religious expression, identifying why they are important in religion and noting links between them	<p>RE23 Recognise, describe and discuss some key aspects of religions and beliefs</p> <p>RE24 Recognise and explore the significance and impact of religion and belief in some local, national and global</p>	RE26 Reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to religion or belief is shown in a variety of ways	RE25 Consider the meaning of a range of forms of religious expression, identifying why they are important in religion and noting links between them	RE27 Reflect on ideas of right and wrong and their own and others' responses to them

			communities			
H. Cross Curricular Links (Core non-negotiable standards)	Literacy: listen carefully to information from a speaker. ICT/E Safety: Internet research, presenting findings Geog: locating local churches on a map	Literacy: develop ideas and opinions, present views ICT/E Safety: Internet research, presenting findings	Literacy: Summarise main points of an argument ICT/E Safety: Internet research, presenting findings	Literacy: Write own ideas with confidence and detail ICT/E Safety: Internet research, presenting findings	Literacy: listen carefully to information from a speaker. ICT/E Safety: Internet research, presenting findings Geog: locating local Methodist churches on a map	Literacy: develop ideas and opinions, present views ICT/E Safety: Internet research, presenting findings
I. Assessment Pathway	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Pupils Books Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6– Unit Title	What are the foundations of Christian morality? <i>Faith - Christianity</i>	When was Truro Cathedral founded and what was its importance for many in Cornwall today? <i>Faith - Christianity</i>	What is the Church and what is the relationship of churches to the Church? <i>Faith - Christianity</i>	What more can we learn about the Hindu Faith? <i>Faith - Hinduism</i>	How do Hindus recognise the concepts of God? <i>Faith - Hinduism</i>	How do Christians talk about God and Trinity and what that means for their understanding of humanity? <i>Faith - Christianity</i>
A. Agreed Syllabus 2014 Page Reference	Cornwall SCARE P36	Cornwall SCARE P35	Cornwall SCARE P35/6	Cornwall SCARE P37/8	Cornwall SCARE P37/8	Cornwall SCARE P35
B. ADMAT Aims Link	Accelerating and sustaining children's progress towards higher achievement	Ensuring children's active participation in outdoor learning opportunities	Accelerating and sustaining children's progress towards higher achievement	Ensuring children have a caring but challenging learning environment	Creating an enjoyable & creative curriculum that meets the learning needs of children	Ensuring children are equipped for the next phase of learning
C. SSCA Aims Link	1a, 1b, 1e, 2c, 3a, 3g	2c, 3d, 5c	4a, 4b	3b, 4a, 4b	3b, 4a, 4b	2a, 3a, 4e, 5c, 5d
D. Key knowledge (SACRE Learning objectives)	Learning about Religion: 1h Describe and begin to understand religious and others responses to ultimate and ethical questions Learning from Religion: 2e Reflect on ideas of right and wrong and their own and others response to them	Learning about Religion: 1b Identify key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present Learning from Religion: 2b Reflect on the impact of living in Cornwall and how this place helps to form their own and others views of the world and the place of religion within it	Learning about Religion: 1f Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them Learning from Religion: 2a Reflect on what it means to belong to a faith community, communicating their own and others responses	Learning about Religion: 1d Identify and begin to describe the similarities and differences within and between religions Learning from Religion: 2c Respond to the challenges of commitment both in their own lives and within religious traditions recognising how commitment to a religion is shown in a variety of ways	Learning about Religion: 1d Identify and begin to describe the similarities and differences within and between religions Learning from Religion: 2d Discuss their own and others views of religious truth and belief, expressing their own ideas	Learning about Religion: 1h Describe and begin to understand religious and other responses to ultimate and ethical questions Learning from Religion: 2d Discuss their own and others views of religious truth and belief, expressing their own ideas
E. Breadth of Study	Religion: Christianity Themes: 3d Teachings and authority: what sacred texts and other sources say about God, the world and human life Experiences and Opportunities: 3o Reflecting on their own and others insights into life and its origin, purpose and meaning 3p Expressing and communicating their own and others insights through art and design, music, dance, drama and ICT	Religion: Christianity Themes: 3e Worship, pilgrimage and sacred places: where, how, and why people worship, including at particular sites Experiences and Opportunities: 3l: Encountering religion through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global community 3q: Developing the use of ICT, particularly in	Religion: Christianity Themes: 3e Worship, pilgrimage and sacred places: where, how, and why people worship, including at particular sites Experiences and Opportunities: 3l: Encountering religion through visits and visitors to places of worship and focussing on the impact and reality of religion on the local and global community 3p Expressing and communicating their own	Religion: Hinduism Themes: 3h Inspirational people: figures from whom believers find inspiration 3f The journey of life and death: why some occasions are sacred to believers, and what people think about life after death Experiences and Opportunities: 3m: Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others	Religion: Hinduism Themes: 3c Beliefs and questions: how people's beliefs about God, the world and others impact on their lives Experiences and Opportunities: 3m: Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others	Religion: Christianity Themes: 3k Beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment Experiences and Opportunities: 3n Considering a range of human experiences and feelings

		enhancing pupils' awareness of religions	and others insights through art and design, music, dance, drama and ICT			
F. Faith and Belief Specific Content	Kernewek: N/A Christianity: The Christian way of life: <ul style="list-style-type: none"> - The foundations of Christian morality - The two greatest commandments - The Ten Commandments - The Sermon on the Mount - Belief that human beings are made in the image and likeness of God, become sinful, can be redeemed - How these beliefs are expressed in stories and pictures 	Kernewek: Cornwall as a place of Christianity: <ul style="list-style-type: none"> - Catholic emancipation in the C19th century and its effects on Cornwall - The foundation of the Diocese of Truro and the importance of the Cathedral for many who live in Cornwall today Christianity: History of the Church: <ul style="list-style-type: none"> - Key events in the history of the church especially related to the development of Christianity in the UK 	Kernewek: N/A Christianity: Characteristics of the Church: <ul style="list-style-type: none"> - The Church as a community of believers from all races and nationalities Beliefs about the church: <ul style="list-style-type: none"> - The family of believers past and present Church structures and organisations: <ul style="list-style-type: none"> - How buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the community 	Kernewek: N/A Hinduism: Key Beliefs: <ul style="list-style-type: none"> - The universe and the endless cycle of creation, preservation and destruction - Reincarnation (cycle of birth and death) Religious Symbols: <ul style="list-style-type: none"> - Aum, The Lotus Flower, The swastika, the colour saffron Gurus and Disciples: <ul style="list-style-type: none"> - The importance of spiritual teachers e.g. holy people who visit the UK The Journey of life: <ul style="list-style-type: none"> - The four different stages of life (ashramas) and their associated duties - Samskars e.g. those associated with birth, initiation, marriage and death 	Kernewek: N/A Hinduism: Concepts, Truths and Values: <ul style="list-style-type: none"> - God is worshipped in diverse forms and is believed to be formless - The complimentary attributes of deities as male and female - The concept of Avatar Respect for: <ul style="list-style-type: none"> - God - Other people - The cow and all forms of life Importance of Pilgrimage to honour God: <ul style="list-style-type: none"> In India e.g. Varanasi, Gangtori, Vrindasvan, Ayodhya - Stories associated with pilgrimage e.g. the story of the descent of the Ganges 	Kernewek: N/A Christianity: The nature of God: <ul style="list-style-type: none"> - The three persons of the Trinity, expressed through symbols and language - God as Father, Son, and Holy Spirit
G. Key Skills and Understanding (Dimension Skills Ladder 2014)	RE27 Reflect on ideas of right and wrong and their own and others' responses to them	RE24 Recognise and explore the significance and impact of religion and belief in some local, national and global communities	RE26 Reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to religion or belief is shown in a variety of ways	RE23 Recognise, describe and discuss some key aspects of religions and beliefs	RE28 Respond to the meaning of a range of forms of religious expression, identifying why they are important in religion and noting links between them	RE25 Consider the meaning of a range of forms of religious expression, identifying why they are important in religion and noting links between them
H. Cross Curricular Links (Core non-negotiable standards)	Literacy: use evidence to support ideas and opinions ICT/E Safety: Internet research, presenting findings PHSE: rules of a community	Literacy: listen carefully to information from a speaker. Ask relevant questions ICT/E Safety: Internet research, presenting findings Art : sketching, brass rubbings	Literacy: make contributions to discussions ICT/E Safety: Internet research, presenting findings	Literacy: listen carefully to information from a speaker. ICT/E Safety: Internet research, presenting findings	Literacy: listen carefully to information from a speaker. ICT/E Safety: Internet research, presenting findings	Literacy: ask questions to develop own ideas ICT/E Safety: Internet research, presenting findings
I. Assessment Pathway	Pupils Books	Pupils Books	Pupils Books	Pupils Books	Pupils Books	Pupils Books

	Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books	Photographic Evidence Multi Media Evidence Observational Notes Concept Mapping Floor Books
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KS1 = 1hr per week or 36 hrs per year KS2 = 1hr 15m per week or 45 hrs per year	Faith and Belief Curriculum 60% Christian religion focus – two terms per year 40% World religion focus – one term per year
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