

RE Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Making Sense of Beliefs	Recognise that people have different beliefs and celebrate special times in different ways. (UW-DM)	Identify core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (eg the meaning behind a festival). Give simple, clear accounts of what stories and other texts mean to believers.	Identify and describe the core beliefs and concepts studied. Make clear links between texts / sources of authority and the core concepts studied. Offer informed suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.	Identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions. Describe examples of ways in which people use texts / sources of authority to make sense of core beliefs and concepts. Give meanings for texts / sources of authority studied, comparing these ideas with some ways in which believers interpret texts / sources of authority.
Understanding the Impact	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary ... Express their ideas and feelings about their experiences using full sentences. (C+L_S)	Give examples of how people use stories, texts and teachings to guide their beliefs and actions. Give examples of ways in which believers put their beliefs into practice.	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and the way they live. Identify some differences in how people put their beliefs into practice.	Make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways eg in different communities, denominations or cultures.
Making Connections	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UW-PCC)	Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give a good reason for the views they have and the connections they make.	Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Give good reasons for the views they have and the connections they make.	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists). Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

RE Knowledge, Skills, Sequencing and Progression

Key Stage 1						
Making Sense of Beliefs Identify core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (eg the meaning behind a festival). Give simple, clear accounts of what stories and other texts mean to believers.			Understanding the Impact Give examples of how people use stories, texts and teachings to guide their beliefs and actions. Give examples of ways in which believers put their beliefs into practice.		Making Connections Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give a good reason for the views they have and the connections they make.	
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn	Y1: Recognise that people have different beliefs and celebrate in different ways; Y2: Who is Jewish and how do they live? (2); Christianity/Christianity in Cornwall.	To understand who is Muslim and how they live.		1. WALT: recap Christian beliefs (children will share their own knowledge of Christianity) 2. WALT: what a Muslim believes (children will consider key Muslim beliefs - 5 Pillars) 3. WALT: understand the importance of the Shahada (children will consider the importance of community to Muslims and themselves) 4. WALT: understand that there are 99 names for Allah (children will learn the meaning and importance of some of the 99 names) 5. WALT: understand the importance of the Prophet Muhammad (children will share and discuss a story about the Prophet) 6. WALT: understand that the Quran is important to Muslims (children will compare the Quran to special books of they own)	Allah Five Pillars of Islam Islam Muhammad Muslim Prophet Qur'an Shahada Tawhid	Children will have an understanding of the principles of the Muslim faith.
	Y1: Know some similarities and differences between religious communities in this country; Y2: Who is Muslim and how do they live?	To understand why Christmas matters to Christians.		1. WALT: the important of Advent to Christians (children will consider the meaning and timing of Advent) 2. WALT: understand why Christmas is important to Christians (children will consider the Nativity Story and the incarnation of Jesus) 3. WALT: understand that stories of Jesus' life came from the Gospels (children will share the Gospel of St Luke and consider why Christians are thankful for the birth of Jesus)	Advent Bible Christian Christianity Gospel Nativity Thankfulness	Children will have an understanding of the Christian perspective of Christmas.
Spring	To understand who is Muslim and how they live (1)	To understand who is Muslim and how they live (2)		1. WALT: the meanings of some stories about the Prophet Muhammad (children will read an discuss the story of Muhammad and the Cloth)	Allah Five Pillars of Islam Ibadah Iman	Children will have an understanding of the principles of the Muslim faith.

RE Knowledge, Skills, Sequencing and Progression

	Why does Christmas matter to Christians?	To understand why Easter matters to Christians.		<ol style="list-style-type: none"> WALT: understand that Muhammad is God's messenger (children will complete a Guided Reading activity to deepen understanding) WALT: understand why the Quran is so special to Muslims (children will learn the "rules to live by" from the Qu'ran) WALT: understand why Salah is important to Muslims (children will consider how and why Muslims pray 5 times daily) WALT: reflect on our learning about Islam (children will consider which of its practices and virtues can be transferred to life outside Islam) 	<p>Islam Muhammad Muslim Prophet Qur'an Shahada Tawhid</p>	
				<ol style="list-style-type: none"> WALT: understand why Holy Week is important to Christians (children will explore and sequence the events of Holy Week) WALT: understand the emotions of Jesus' followers during Holy Week (children will talk about feelings of happiness and sadness) WALT: understand the importance of eggs as a Christian symbol of Easter (children will consider the connection between eggs, new life and resurrection) WALT: understand how Christians show their beliefs in Easter worship (children will use art to express different aspects of Easter) WALT: understand the Christian belief in Salvation (children will create sunrise art to reflect the Christian belief of darkness into light) 	<p>Christian Christianity Easter Sunday Good Friday Holy Week Palm Sunday Resurrection Salvation</p>	Children will have an understanding of the Christian perspective of Easter.
Summer	To understand why Easter matters to Christians.	To understand the Christian belief in the good news that Jesus brings.		<ol style="list-style-type: none"> WALT: recap Christian beliefs WALT: understand the meaning of a story from the Bible (Matthew the tax collector) and that God is a friend to everyone WALT: understand that God forgives his followers and why people should forgive others too WALT: understand the meaning of peace to Christians and how it translates to wider life WALT: understand how Christians help this in need WALT: understand that friendship, peace and forgiveness can be good for all people 	<p>Christian Christianity Disciple Friendship Forgiveness Gospel Peace</p>	Children will have an understanding of the importance of friendship, peace and forgiveness.
	To understand the Christian belief in the good news that Jesus brings.	To understand how we should care for the world and others and why it matters.		<ol style="list-style-type: none"> WALT: understand that every person is unique and valuable WALT: understand the key Christian belief of caring for others WALT: understand the golden Rule WALT: why it is important to care for the natural world WALT: understand the importance of saying thanks to others 	<p>Creation Story Genesis Golden Rule</p>	Children will have an understanding of how and why we care for the world and others.

RE Knowledge, Skills, Sequencing and Progression

Lower Key Stage 2						
Making Sense of Beliefs Identify and describe the core beliefs and concepts studied. Make clear links between texts / sources of authority and the core concepts studied. Offer informed suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.		Understanding the Impact Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and the way they live. Identify some differences in how people put their beliefs into practice.		Making Connections Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Give good reasons for the views they have and the connections they make.		
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn	In KS1: Children will learn about different aspects of Christianity and Buddhism through learning about their stories, celebrations, symbols and beliefs. Explore a range of religious stories and sacred writings and talk about their meanings. Identify and suggest meanings for religious symbols and begin to use a range of religious words. Reflect on how living in Cornwall is shaped by its religious traditions from the earliest times. Identify what matters to them and others, including those with religious commitments. Consider “who I am” and their uniqueness as a person in a family and community. Visit places of worship focusing on symbols and feelings. Listen and respond to visitors from local faith communities. Explore how religious beliefs and ideas	To understand what is the Trinity and why it is important to Christians. To understand what kind of world Jesus wanted.		<div>1. Understand the importance of water as a religious symbol.</div> <div>2. Understand that the gospels tell the story of Jesus’s life.</div> <div>3. Use symbols to represent God.</div> <div>4. Write a baptism prayer.</div> <div>5. Design a piece of art depicting The Trinity.</div> <div>6. Understand what is the trinity and why it is important to Christians.</div> <div>1. Understand the meaning and importance of a favourite possession.</div> <div>2. Understand why the decibels gave up everything to follow Jesus.</div> <div>3. Understand the significance of events in a Gospel story</div> <div>4. Understand why the story of the Good Samaritan tells us what kind of work Jesus wanted.</div> <div>5. Understand how the church helps others in the community.</div> <div>6. Understand what kind of world Jesus wanted.</div>		<div>Production of a piece of artwork depicting The Trinity.</div> <div>A poster which presents the ideas covered in this unit.</div>

RE Knowledge, Skills, Sequencing and Progression

	can be expressed through the arts and communicate their responses.					
Spring			<p>U2.5 Why do Christians call the day Jesus died Good Friday?</p> <p>U 2.12 How and why do people try to make the world a better place?</p>	<ol style="list-style-type: none"> 1. Recap what Christians believe about God and Jesus. 2. Understand what happens during Holy Week. 3. Understand the significance of events during Holy Week. 4. Understand the importance of each day of Holy Week. 5. Understand the emotions associated with Holy Week. 6. Understand why Christians call the day Jesus died Good Friday. <ol style="list-style-type: none"> 1. Understand some ways in which the world is not a good place. 2. Explore the lives of inspirational Christians. 3. Understand how the 10 commandments are a guide for living. 4. Compare the work of Christian Aid and Islamic Relief. 5. Compare ways of being good without God. 6. Reflect on the values of love, honesty and kindness in our own lives. 	<p>Bible Church Disciples Holy Week</p> <p>Bible Global Humanism Poverty Worship</p>	<p>A poster to display which explains the significance of Holy Week</p> <p>A poster to recognise the work of an inspirational person.</p>
Summer		<p>To understand what Hindus believe God is like; making clear links between stories.</p> <p>To understand what it means to be a Hindu in Britain today.</p>		<ol style="list-style-type: none"> 1. Understand the importance of the 'Aum' symbol. 2. Understand the story of 'Svetaketu' and the relationship with 'Brahman' 3. Investigate the concept of self identify and compare with the 'Deities'. 4. Understand how Hindus worship at home. 5. Introduce 'Diwali' and the story of 'Rama and Sita'. 6. Understand what Hindus believe God is like <ol style="list-style-type: none"> 1. Understand the uses and significance of objects in a Hindu home. 2. Understand the daily lives of a Hindu family. 3. Explore the traditions within the Hindu faith communities. 4. Explore the celebration of Diwali in Britain. 5. Explore different Hindu celebrations. 6. Understand what it means to be a Hindu in Britain today. 	<p>Aum / Om Braham Hindu Puja Shrine</p>	<p>Production of a piece of artwork inspired by Diwali.</p> <p>Hold a Hindu inspired celebration.</p>

RE Knowledge, Skills, Sequencing and Progression

Upper Key Stage 2						
Making Sense of Beliefs Identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions. Describe examples of ways in which people use texts / sources of authority to make sense of core beliefs and concepts. Give meanings for texts / sources of authority studied, comparing these ideas with some ways in which believers interpret texts / sources of authority.			Understanding the Impact Make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways eg in different communities, denominations or cultures.		Making Connections Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists). Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lesson WALT (children will ...)	Vocabulary	Outcome / Composite
Autumn	Unit L2.4 What kind of world did Jesus want? L2.6 For Christians, what was the impact of Pentecost?	To examine Jesus’ teaching about the two greatest commandments – to love God and love your neighbour.	U2.4 How do Christians decide how to live?	1. Identify features of the Gospel texts. 2. Understand the use of metaphors in Jesus’ teachings. 3. Understand how Christians use Jesus’ teaching to tackle problems in real life. 4. Relate the message of forgiveness in the Bible to real lives. 5. Understand how prayer is used by Christians. 6. Connect how Christians uses Jesus’s teachings to tackle problems today.	Bible Commandment Foundation Gospel Interpret Metaphor Miracle Parable Sermon Worship	Write their own prayer that reflects what they have learned about Jesus’ teachings for Christians.
		This unit is about trying to transform the world. Talk about what a better world would be like and find out about some people who have made a difference to the world	U2.6 For Christians, what kind of king is Jesus?	1. Find out about people who have made a difference to the world. 2. To understand the meaning of The Lord’s Prayer. 3. Explore parables about Jesus as king and how they portray Jesus as king. 4. Explore how Christian songs say about Jesus as king 5. Explore how Christians bring the Kingdom of god on Earth. 6. Consider how local communities can make the world a better place.	Devil Feast Heaven Kingdom Nobel Prize Parable Salvation Army Temptation Tenant Utopia Vulnerable	Produce a sheet about a Christian project which aims to make the world better place.

RE Knowledge, Skills, Sequencing and Progression

Spring	<p>1.6 Who is a Muslim and how do they live? L2.9 How do festivals and worship show what matters to a Muslim?</p>	<p>Begins by revisiting prior knowledge about Muslims and focuses on what it is like for Muslims in Britain today.</p> <p>Understand what Christians mean by sacrifice and connect his with how they celebrate Holy Communion. Consider ideas of sacrifice in our own lives and the world today.</p>	<p>U2.8 What does it mean to be a Muslim in today's Britain?</p> <p>U2.5 What do Christians believe Jesus did to 'save' people?</p>	<p>1. What do we know about being a Muslim? 2. Understand the different groups of muslims and locate mosques. 3. Understand the importance of the Five Pillars to Muslims in their daily lives. 4. Find out about the festival of Eid-ul-Adha. 5. How do Muslims use the Quran as guidance? 6. How does a mosque reflect Muslim beliefs?</p> <p>1. Explore what happened in Holy Week. 2. Consider who was responsible for Jesus' death in the context of the 'big story' 3. Explore how churches celebrate the Lord's Supper and symbolism in the celebration. 4. Understand what a martyr is and find out about a famous martyr. 5. Connect idea of sacrifice to today's problems. 6. Create a school charter for the local community to show understanding of sacrifice and how it links to world problems.</p>	<p>Allah Eid Al-Fitr Hajj Imam Mecca Minaret Mosque Muhammad Ramadan Shahadah</p> <p>Eucharist Gospel Holy Communion Holy Week Incarnation Last Supper Martyr Resurrection Sacrifice Salvation Symbols</p>	<p>Design a poster to show understanding of Muslim life in Britain.</p> <p>Produce a charter for the class and local community.</p>
Summer	<p>1.7 Who is Jewish and how do they live? [God/Torah/ People L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</p> <p>L2.11: How and why do people in Cornwall mark significant events in community life? U1.8 CK4RE: What makes some people</p>	<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</p>	<p>U2.9 Why is the Torah so important to Jewish people?</p>	<p>1. Find out about some contemporary Jews and communities both local and global. 2. Recap prior learning about Judaism. 3. Understand how a Torah is produced. 4. Recall the creation story and ten commandments, 5. Find out about kosher food and why not all jews follow this. 6. Explore synagogues and traditions.</p>	<p>Hebrew Kippah Kosher Mezuzah Rabbi Orthodox Rosh Hashanah Shabbat Star of David Synagogue Torah</p>	<p>Link work on Judaism to WWII Holocaust and Kindertransport.</p>

RE Knowledge, Skills, Sequencing and Progression

	and places in Cornwall sacred?	on their own ideas and ways of living. Does faith help people in Cornwall when life gets hard? Reflecting on their own ideas and ways of living		<ol style="list-style-type: none"> 1. Explore how Cornwall is considered a spiritual place. 2. Look at how Cornwall celebrates festivals. 3. Explore the life of John Wesley and Methodism in Cornwall. 4. Explore religious beliefs in life after death. 5. Why is Truro cathedral important to Cornish people? 6. How life in Cornwall hard for some people and how religion help them. 		Collect some food for food bank and find out about a local project.
--	--------------------------------	---	--	---	--	---