

RE Overview







RE Curriculum

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Myself	Special	Habitats	Growth	Around	Traditional
Nursery	_c o	Times		and Plants	the World-	Tales- Fair
	4				Transport	and wide
				1 202-		
				Start Start		Traditional
					A CONTRACTOR	
	Being Special:	Why is	Why is the	Why is	What	What
Receptio	where do we	Christmas	word 'God' so	Easter	place are	times/stori
n.	belong?	special for	important to	special to	special	es are
		Christians	Christians?	Christians?	and why?	special
	Specia	?				and why?
			EGOD			
			A 6. 4.	00000		
	What does it	What do	Who is Jewish	Who is	Who do	How
1		Christians	and how do	Jewish and	Christians	should we
Year 1	mean to being to a faith	believe	they live?	how do the	day made	care for
	community?	God is		live?	the world?	one world
	commoniny:	like?	$\overline{\nabla}$		me wond:	and for
	INVOLVE YOUR		ХХ	$\overline{\nabla}$	God	others, and
	Faith Community	What is		XX	Made	why does it
	MARK WAR	God like?	•		World	matter?
				•	· · · · · · · · · · · · · · · · · · ·	
	Who is a	Why does	What makes	Why does	What is the	Who is a
Year 2	Muslim and	Christmas	some people	Easter	ʻgood	Muslim
	how do they	matter to	and places in	matter to	news'	and how
	live (part 1)	Christians 2	Cornwall sacred?	Christians?	Christians believe	do they
			saciea?		Jesus	live? (part
		A Contact	Trace	t	brings?	2)
			Rugan Texasar Congetted 29 August		Drings	
			Tata International Contraction		COOST NEWS!	
			- *			
Year 3	What do	What is it	How do	How do	What kind	How and
redr 3	Christians	like for	festivals and	festivals	of world	why do
	learn from the	someone	worship show	and family	did Jesus	people try
	Creation	to follow	what matters	life show	want?	to make
	Story?	God?	to a Muslim?	what		the world a
			a Carton a start and the	matters to		better
	Gruesia Creation Story		$\{ \boldsymbol{\xi} \in \boldsymbol{\xi} \}$	Jewish	SAL TO	place?
				people?	and the second	
	SCO REGTER					
		1	1			

Year 4	What is the	What do	Why do	How and	For	What does
	'Trinity' and	Hindus	Christians call	why do	Christians,	it mean to
	why is it	believe	the day Jesus	people in	when	be Hindu in
	important for	God is	died 'Good	Cornwall	Jesus left,	Britain
	Christians?	like?	Friday?	mark	what was	today?
	\frown	Ó		significant	the impact	
	The Is Not The Son	1201	X +	events in	of	
	God	CALLER A		community	Pentecost?	
	15 X 02 15		F R I D A Y	live?		
	The Holy				5051 3 T	
	Spirit					
					and the second	
Year 5	What does it	What	Why do	Why is the	Christians	What
	mean if	does it	Christians	Torah so	and how	matters
	Christians	mean to	believe Jesus	important	to live:	most to
	believe God is	be a	was the	to Jewish	'What	humanists
	holy and	Muslim in	Messiah?	people?	would	and
	loving?	Britain		1 1	Jesus do?	Christians?
		today?			What Would	Pater
	"For this is how				Jesus	What
	God loved the				Do?	PIGSE
	worl <mark>d"</mark>	•				
	John 3:16			TŤ		
	I Ma					
Year 6	Creation and	Why do	Why do	What do	For	Does faith
	Science:	some	Hindus want	Christians	Christians,	help
	conflicting or	people	to be good?	believe	what kind	people in
	complimentar	believe in		Jesus did	of king is	Cornwall
	y?	God and		to 'save'	Jesus?	when life
		some		people?	1C202;	
		people		W	222	gets
		do not?				hard?
		FAITH				a financial st
		FAITH CLIEVE				



RE: Progression of Skills and Knowledge



Strand	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Element 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 (e.g. that meaning behind a festival) Give clear, simple accounts of what stories and other tests mean to believers.	Identify and describe the core beliefs and concepts studies. Make clear links between tests/sources of authority and the core concepts studied. Offer informed suggestions about what text/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 text/sources of authority to make sense of core beliefs and concepts. Give meanings for text/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.
Element 2: Understanding the impact.	Give examples of how people use stories, texts and teachings to guide their beliefs and actions. Give examples of which in which believers put their beliefs into practice.	Make simple links between stories, teaching and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in the way they live. Identity 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, e.g. in different communities, denominations or cultures
Element 3: Making Connections	Think, talk ad 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, expression 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, evaluation and explaining their importance to different people (e.g believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own response, recognising that others may think differently. Consider and weigh up how ideas studied is this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons of the views they have and the connections they make.

RE- Knowledge Organiser What does it mean to belong to a faith community?			<u> </u>	Autumn Term 1	
Vocabulary you	will know and hear			ources and reso	
0		INVOLVE YO			
Key words	Definitions	Faith Comme	ing	N 😂 M	
Belonging	having a secure relationship with or a connection with a particular group of people or place.	***	-		
Valuable	Something of importance		-	Т	
Christian	People who follow the religion of Christianity.	Key Learning			
Jewish	People who follow the religion of Judaism.	Recognise that loving others is important in lots of communities.			
				Famous, i	mportant people or places or books
Why is Christmas	Special: Where do we belong? special for Christians? Why is the int to Christians? Why is Easter			Torah	
Special to Christia	ins? What places are special? as are special and why?	Give an account of what happens at a traditional Christian and Jewish or Muslim welcome <u>ceremony. and</u> suggest what the actions and	26.32	Bible	- MAIL
		symbols mean.		Prince	
		Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and	00	Charles	

RE- Knowledge Organiser

Who is Muslim and how do they live? (part one)

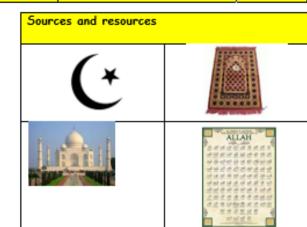
Key Learning

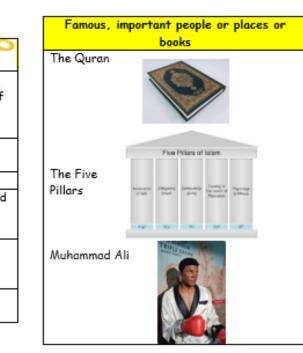
they live? (part one)

Autumn Term 1

Vocabulary you will know and hear				
Key words	Definitions			
Shahadah	The Muslim			
	declaration of belief.			
Tasbih	99 beads which			
	symbolise the 99			
	names of Allah.			
Tawhid	Muslims belief in			
	Allah as the one true			
	God.			
Salah	A ritual prayer for			
	Muslims to preform			
	five times a day.			







Previous learning

Reception -What places are special? What times/stories are special and why?

Year One - What does it mean to belong to a faith community? Who is Jewish and how do the live? How should we care for one world and for others, and why does it matter? Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah

To give examples of how Muslims use the Shahadah to show what matters <u>the them</u>. To recognise and name the Five Pillars. To retell some of the stories of the Prophet and say what their message is for Muslims today. To talk about the fact that Muslims believe in God (Allah) and they follow the example of Prophet Muhammad. Describe simply some examples of how and why

Muslims pray.

RE- Knowledge Organiser

What do Christians learn from the Creation Story?

Vocabulary you will know and hear				
Key words	Definitions			
Genesis	Genesis (the first book of the Bible) begins with the Hebrew word (2000) bereshit], which is often translated as 'In the beginning'.			
Christian	People who follow the religion of Christianity.			
Forgiveness	a decision to let go of resentment and thoughts of revenge			

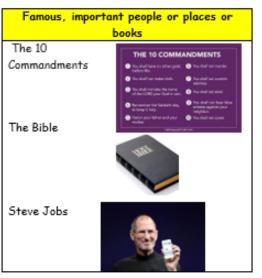


Sources and resources



Autumn Term 1

Previous learning	Key Learning
Reception - Being Special: Where do we belong?	To make clear links between Genesis 1 and what
Why is Christmas special for Christians? Why is	Christians believe about God and Creation.
the word 'God' important to Christians? Why is	To describe what <u>Christians</u> do because they
Easter Special to Christians? What places are	believe in God is the creator.
special? What times/stories are special and	To confidently say what happened on each day in
why?	the creation story.
Year One - What does it mean to belong to a	To be able to ask questions and suggest answers
faith community? What do Christians believe	about what might be important in the
God is like? Who do Christians say made the	creation story for Christians living today
world?	and for people who are not Christians.
Year Two - Why does Christmas matter to	Describe how and why Christians might pray to
Christians? Why does Easter matter to	God, say sorry, forgive and ask for forgiveness
Christians? What is the 'good news' Christians	Make links between what stories in the Bible say
believe Jesus brings?	about human beings, and pupils' own ideas about
	how people should behave.



	What is 'Trinity' and why	is it important to Christians?		Autumn Tei	rm 1
Vocabulary you	will know and hear		Sources and		
Key words	Definitions	The Is Not The Son		5 6	S. Con
Trinity	Christians believe God is the Trinity: Father, Son and Holy Spirit.	Famer Is God	Ŧ		A A
Incarnation	Incarnation is when a god takes human form.	The state of the s		(Contraction of the second
Creator	a person or thing that brings something into existence and a name used for God.	The Holy	$\langle \dot{\gamma} \rangle$		
Baptism	A Christian sacrament marked by ritual use of water and		\sim		En la la
	admitting the recipient to the Christian community.		Fa	mous, important peopl books	e or places or
Why is Christmas word 'God' importa Special to Christic What times/storie Year One - What community? What Who do Christians Year Two - Why d Christians? Why d What is the 'good brings? Year Three- Who creation story? W	Special: Where do we belong? special for Christians? Why is the ant to Christians? Why is Easter ans? What places are special? es are special and why? does it mean to belong to a faith do Christians believe God is like? a say made the world? does Christmas matter to does Easter matter to Christians? news' Christians believe Jesus at do Christians learn from the 'hat is it like for someone to follow f world did Jesus want? How and	Key Learning Identify the difference between a 'Gospel' which tells the story of the life and teaching of Jesus and a letter. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer) and in the way they live. Offer suggestions for what texts about God might mean. Give examples of what texts covered mean to some Christians today. To offer suggestions about what texts about baptism and Trinity might mean.	Gospe Pope F	els Francis	
	and make the world a better		L		

		RE- Knowledge Organiser	
W	'hat does it mean if Christ	ians believe God is Holy and loving?	Autumn Term 1
Vocabulary you	will know and hear 📸 🕅		Sources and resources
Key words Proverbs Psalms Omnipotent Omnipotent	Definitions A collection of moral sayings. A book of the Old Testament composed of sacred songs, or of sacred poems meant to be sung. Having unlimited power. Knowing everything.	"For this is how God loved the world" John 3:16	
Why is Christmas word 'God' importa	Special: Where do we belong? special for Christians? Why is the nt to Christians? Why is Easter	Key Learning	Famous, important people or places or
What times/storie Year One - What community? What Who do Christians Year Two - Why do Christians? Why do	ns? What places are special? as are special and why? does it mean to belong to a faith do Christians believe God is like? say made the world? does Christmas matter to oes Easter matter to Christians? news' Christians believe Jesus	Identify some different types of biblical texts, using technical terms accurately. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship.	books The Bible
brings? Year Three- Wha creation story? Wi God? What kind of why do people try o place?	t do Christians learn from the hat is it like for someone to follow world did Jesus want? How and and make the world a better	weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. Show how Christians put their beliefs about God into practice in worship: for example, through	Cathredral
important to Chris day Jesus died 'Go	is the 'Trinity' and why is it tians? Why do Christians call the od Friday? For Christians, when as the impact on Pentecost?	confession.	Momer Teresa

	Creation and Science: C	onflicting or complimentary?		Autu	mn Term 1
Vocabulary you	will know and hear		Sources	and resources	
Key words	Definitions				
Cosmology	The beginning of the universe				The second burners
Evolution	The development of living beings.		A 6	ARA	
Atheist	a person who disbelieves or		SX 16	K K K	E.T. Contraction of the local division of th
	lacks belief in the existence		~ Cr ~ L	CL CL C L	A rate of
	of God or gods.		Annech	tic: vs Atheist:	
Agnostic	a person who believes that]	a person who r	a person who days	Psalm 8
	nothing is known or can be		believes oor dis Is a higher p		
	known of the existence or		00	a (x xx	Weighten framework weight of the framework weight of the framework being of the framework
	nature of God]	10	8 ROW	Without the first standing of the standing of
Previous learning	9		3	NO T	AND
			There is a		ACCENTIA COLUMN A
Reception - Being St	pecial: Where do we belong? Why is				Here been it The second
	r Christians? Why is the word 'God'				1000 0.000 0.000
	ans? Why is Easter Special to	Key Learning			
	aces are special? What times/stories		~	Famous, importar	nt people or places or
are special and why?		Make clear connections between Genesis 1 and			books
	pes it mean to belong to a faith o Christians believe God is like? Who	Christian belief about God as a creator.			
do Christians say ma		Show understanding of why Christians find scie	ence		(A)
	es Christmas matter to Christians?	and faith go together.		Dr Jennifer Wiseman	an
	atter to Christians? What is the 'good	Weigh up how far the Genesis 1 creation narrative is		Astrophysicist and	
news' Christians beli		in conflict or is complementary with a scientific		Christian	
	do Christians learn from the creation	account.			
	e for someone to follow God? What	To respond to the idea that humans have great			
kind of world did Je and make the world (sus want? How and why do people try	responsibility for the Earth.			- Th
		Make clear connection between Psalm 8 and sor	ne ways		
Year Four - What is the 'Trinity' and why is it important to Christians? Why do Christians call the day Jesus died 'Good Friday'? For Christians, when Jesus left, what was		Christians respond to God as a Creator.		The Bible	10.
		Weigh up how well humans are responding to			1 Para
the impact on Penter		responsibility, taking into account religious and	non-		
	it mean if Christians believe God is	religious viewpoints.			
	y do Christians believe Jesus was the				
	and how to live: 'what would Jesus				