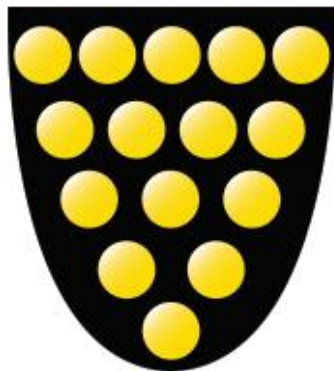









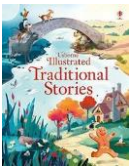










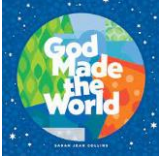







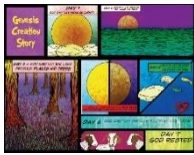





RE Overview

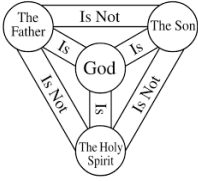





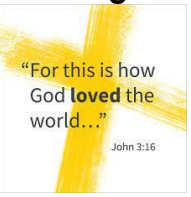













Sandy Hill Academy



RE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Myself</p> 	<p>Special Times</p> 	<p>Habitats</p> 	<p>Growth and Plants</p> 	<p>Around the World- Transport</p> 	<p>Traditional Tales- Fair and wide</p> 
Reception	<p>Being Special: where do we belong?</p> 	<p>Why is Christmas special for Christians?</p> 	<p>Why is the word 'God' so important to Christians?</p> 	<p>Why is Easter special to Christians?</p> 	<p>What place are special and why?</p> 	<p>What times/stories are special and why?</p> 
Year 1	<p>What does it mean to being to a faith community?</p> 	<p>What do Christians believe God is like?</p> 	<p>Who is Jewish and how do they live?</p> 	<p>Who is Jewish and how do the live?</p> 	<p>Who do Christians day made the world?</p> 	<p>How should we care for one world and for others, and why does it matter?</p> 
Year 2	<p>Who is a Muslim and how do they live (part 1)</p> 	<p>Why does Christmas matter to Christians?</p> 	<p>What makes some people and places in Cornwall sacred?</p> 	<p>Why does Easter matter to Christians?</p> 	<p>What is the 'good news' Christians believe Jesus brings?</p> 	<p>Who is a Muslim and how do they live? (part 2)</p> 
Year 3	<p>What do Christians learn from the Creation Story?</p> 	<p>What is it like for someone to follow God?</p> 	<p>How do festivals and worship show what matters to a Muslim?</p> 	<p>How do festivals and family life show what matters to Jewish people?</p> 	<p>What kind of world did Jesus want?</p> 	<p>How and why do people try to make the world a better place?</p> 

<p>Year 4</p>	<p>What is the 'Trinity' and why is it important for Christians?</p> 	<p>What do Hindus believe God is like?</p> 	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> 	<p>How and why do people in Cornwall mark significant events in community life?</p> 	<p>For Christians, when Jesus left, what was the impact of Pentecost?</p> 	<p>What does it mean to be Hindu in Britain today?</p> 
<p>Year 5</p>	<p>What does it mean if Christians believe God is holy and loving?</p> 	<p>What does it mean to be a Muslim in Britain today?</p> 	<p>Why do Christians believe Jesus was the Messiah?</p> 	<p>Why is the Torah so important to Jewish people?</p> 	<p>Christians and how to live: 'What would Jesus do?'</p> 	<p>What matters most to humanists and Christians?</p> 
<p>Year 6</p>	<p>Creation and Science: conflicting or complimentary?</p> 	<p>Why do some people believe in God and some people do not?</p> 	<p>Why do Hindus want to be good?</p> 	<p>What do Christians believe Jesus did to 'save' people?</p> 	<p>For Christians, what kind of king is Jesus?</p> 	<p>Does faith help people in Cornwall when life gets hard?</p> 

Strand	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Element 1: Making sense of beliefs</p>	<p>Identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>Give examples of how stories show what people believe (e.g. that meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers.</p>	<p>Identify and describe the core beliefs and concepts studied.</p> <p>Make clear links between texts/sources of authority and the core concepts studied.</p> <p>Offer informed suggestions about what text/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.</p> <p>Describe examples of ways in which people use text/sources of authority to make sense of core beliefs and concepts.</p> <p>Give meanings for text/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.</p>
<p>Element 2: Understanding the impact.</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>Give examples of which in which believers put their beliefs into practice.</p>	<p>Make simple links between stories, teaching and concepts studied and how people live, individually and in communities.</p> <p>Describe how people show their beliefs in how they worship and in the way they live.</p> <p>Identify some differences in how people put their beliefs into practice.</p>	<p>Make clear connections between what people believe and how they live individually and in communities.</p> <p>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</p>
<p>Element 3: Making Connections</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</p> <p>Give a good reason for the views they have and the connections they make.</p>	<p>Make links between some of the beliefs and practices studied and life in the world today, expression some ideas of their own clearly.</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</p> <p>Give good reasons for the views they have and the connections they make.</p>	<p>Make connections between the beliefs and practices studied, evaluation and explaining their importance to different people (e.g believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own response, recognising that others may think differently.</p> <p>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 of the views they have and the connections they make.</p>

RE- Knowledge Organiser

What does it mean to belong to a faith community?

Autumn Term 1

Vocabulary you will know and hear...



Key words	Definitions
Belonging	having a secure relationship with or a connection with a particular group of people or place.
Valuable	Something of importance
Christian	People who follow the religion of Christianity.
Jewish	People who follow the religion of Judaism.

Previous learning

Reception - Being Special: Where do we belong? Why is Christmas special for Christians? Why is the word 'God' important to Christians? Why is Easter Special to Christians? What places are special? What times/stories are special and why?



Key Learning

Recognise that loving others is important in lots of communities.



Say simply what Jesus and one other religious leader taught about loving other people.



Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean.



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 ...)



Sources and resources



Famous, important people or places or books

Torah



Bible



Prince Charles



RE- Knowledge Organiser

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

Autumn Term 1

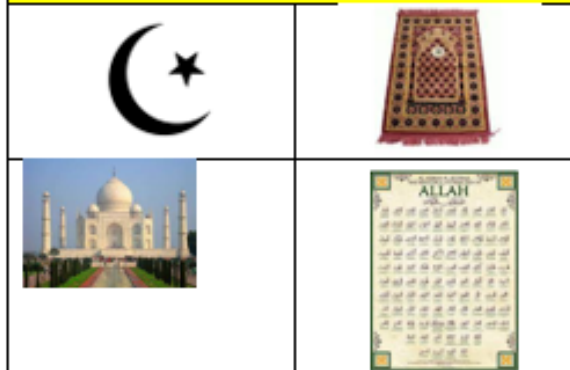
Vocabulary you will know and hear...



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 perform five times a day.



Sources and resources



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 they live? How should we care for one world and for others, and why does it matter?

Key Learning



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 to them.

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.

Famous, important people or places or books

The Quran



The Five Pillars



Muhammad Ali



RE- Knowledge Organiser

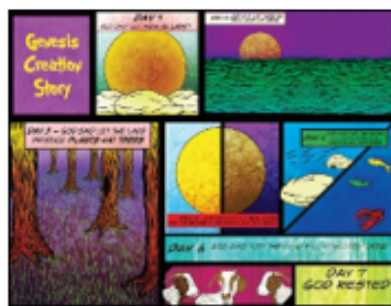
What do Christians learn from the Creation Story?

Autumn Term 1

Vocabulary you will know and hear...



Key words	Definitions
Genesis	Genesis (the first book of the Bible) begins with the Hebrew word בְּרֵאשִׁית [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



Previous learning

Reception - Being Special: Where do we belong? Why is Christmas special for Christians? Why is the word 'God' important to Christians? Why is Easter Special to Christians? What places are special? What times/stories are special and why?

Year One - What does it mean to belong to a faith community? What do Christians believe God is like? Who do Christians say made the world?

Year Two - Why does Christmas matter to Christians? Why does Easter matter to Christians? What is the 'good news' Christians believe Jesus brings?

Key Learning



To make clear links between Genesis 1 and what Christians believe about God and Creation.

To describe what Christians do because they believe in God is the creator.

To confidently say what happened on each day in the creation story.

To be able to ask questions and suggest answers about what might be important in the creation story for Christians living today and for people who are not Christians.

Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness

Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.

Famous, important people or places or books

The 10 Commandments



The Bible



Steve Jobs



RE- Knowledge Organiser

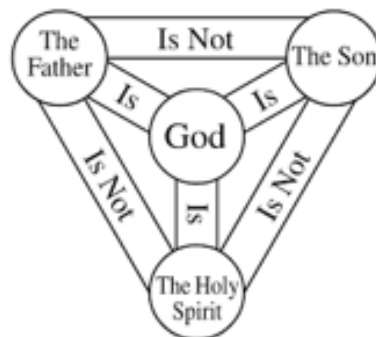
What is 'Trinity' and why is it important to Christians?

Autumn Term 1

Vocabulary you will know and hear...



Key words	Definitions
Trinity	Christians believe God is the Trinity: Father, Son and Holy Spirit.
Incarnation	Incarnation is when a god takes human form.
Creator	a person or thing that brings something into existence and a name used for God.
Baptism	A Christian sacrament marked by ritual use of water and admitting the recipient to the Christian community.



Sources and resources



Previous learning

Reception - Being Special: Where do we belong?
 Why is Christmas special for Christians? Why is the word 'God' important to Christians? Why is Easter Special to Christians? What places are special?
 What times/stories are special and why?
 Year One - What does it mean to belong to a faith community? What do Christians believe God is like? Who do Christians say made the world?
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 Year Three- What do Christians learn from the creation story? What is it like for someone to follow God? What kind of world did Jesus want? How and why do people try and make the world a better place?

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.

Famous, important people or places or books

The Bible



Gospels



Pope Francis



RE- Knowledge Organiser

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

Autumn Term 1

Vocabulary you will know and hear...



Key words	Definitions
Proverbs	A collection of moral sayings.
Psalms	A book of the Old Testament composed of sacred songs, or of sacred poems meant to be sung.
Omnipotent	Having unlimited power.
Omniscient	Knowing everything.



Sources and resources



Previous learning

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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 the impact on Pentecost?

Key Learning



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.

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 confession.

Famous, important people or places or books

The Bible



Cathedral



Mother Teresa



RE- Knowledge Organiser

Creation and Science: Conflicting or complimentary?

Autumn Term 1

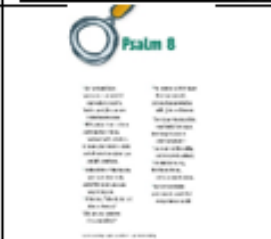
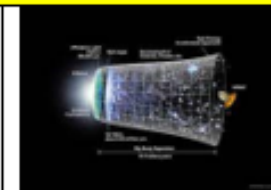
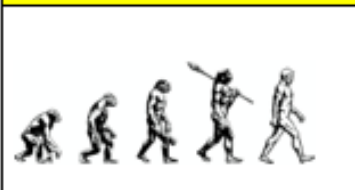
Vocabulary you will know and hear...



Key words	Definitions
Cosmology	The beginning of the universe
Evolution	The development of living beings.
Atheist	a person who disbelieves or lacks belief in the existence of God or gods.
Agnostic	a person who believes that nothing is known or can be known of the existence or nature of God



Sources and resources



Previous learning

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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 the impact on Pentecost?

Year 5 - What does it mean if Christians believe God is holy and loving? Why do Christians believe Jesus was the Messiah? Christians and how to live: 'what would Jesus do?' What matters the most to Humanists and Christians?

Key Learning



Make clear connections between Genesis 1 and Christian belief about God as a creator.

Show understanding of why Christians find science and faith go together.

Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with a scientific account.

To respond to the idea that humans have great responsibility for the Earth.

Make clear connection between Psalm 8 and some ways Christians respond to God as a Creator.

Weigh up how well humans are responding to responsibility, taking into account religious and non-religious viewpoints.

Famous, important people or places or books

Dr Jennifer Wiseman an Astrophysicist and Christian



The Bible

