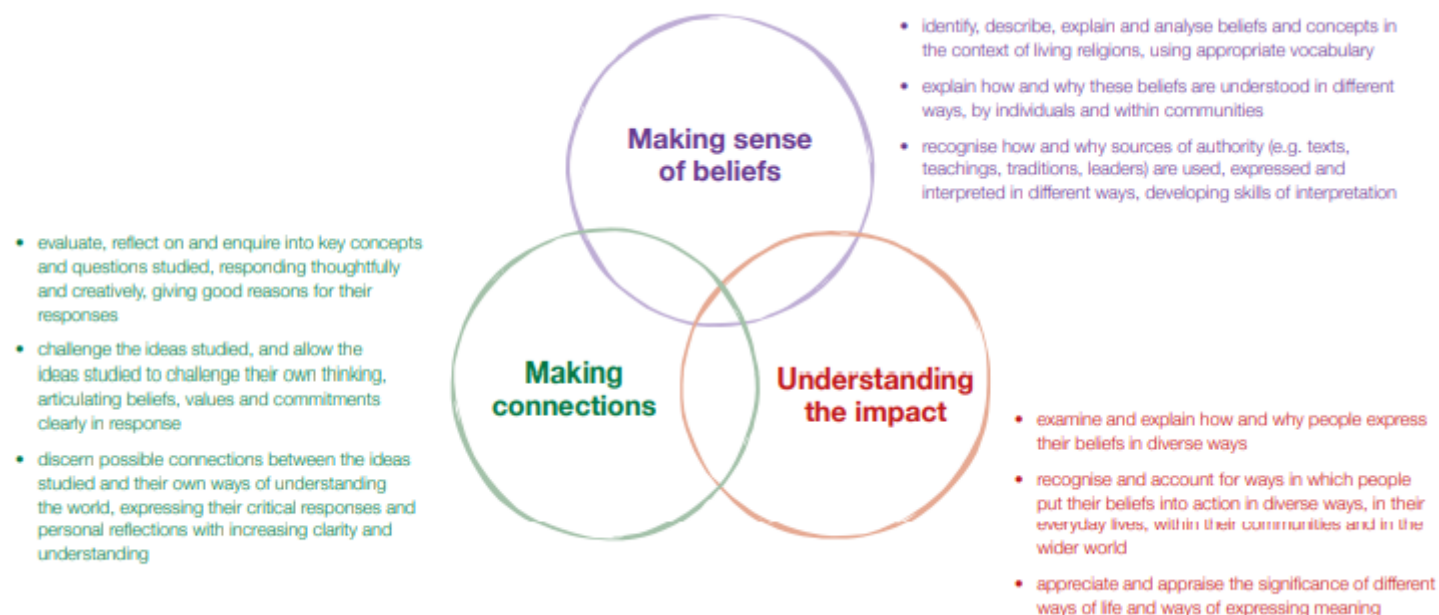




Intent





Our principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Our teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. Teaching and learning within the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.



RE teaching is based on the Cornwall Agreed Syllabus 2020. We develop children's knowledge and understanding of some of the major world faiths by exploring the beliefs, values and traditions of Christianity, Hinduism, Islam, and Judaism. R.E. is delivered in discrete lessons as well as being linked with other subjects as appropriate. We enhance our children's understanding of our multicultural society and encourage respect and sensitivity towards other people and their beliefs.




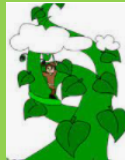

Subject – RE - Autumn

	EYFS (Being imaginative and creative)		Year 1		Year 2	
Topic	Who am I? 	Where are we going? 	Marvellous Me 	Once upon a time 	Wild Explorers 	Fire and Plague 
Context	Being Special: where do we belong?	Why is Christmas special for Christians?	Who do Christians say made the world?	What does it mean to belong to a faith community	What is the good news that Jesus brings?	Why does Christmas matter to Christians
Making Sense of Belief	Retell religious stories	<p>To have heard the word incarnation in relation to the belief that God came to earth as Jesus</p> <p>Retell the story of the nativity</p>	<p>Retell the story of creation from Genesis 1:1–2:3.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p>	<p>Recognise that loving others is important in lots of communities.</p> <p>Say simply what Jesus and one other religious leader taught about loving other people.</p>	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave</p>	<p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p>
Making connections	<p>Making connections with personal experience</p> <p>Share and record occasions when things have happened in their lives that make them feel special</p>	<p>Talk about people who are special to them.</p> <p>Talk about what makes their family and friends special to them</p>	<p>Think, talk and ask questions about living in an amazing world</p> <p>Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in</p>	<p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</p> <p>Talk about what they think is good about being in a community, for</p>	<p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas</p>	<p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p> <p>Decide what they personally must be thankful for, giving a reason for their ideas</p>

				people in faith communities and for themselves, giving a good reason for their ideas		
Understanding the impact	Recall what happens at a Christian Baptism. Recall simple what happens when a baby is welcomed into a religion other than Christianity	Recall simply what happens at a simple Christian festival – Carol Service	Give at least one example of what Christians do to say 'thank you' to God for Creation	Give an account of what happens at a traditional Christian and 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 Muslim and non-religious).	Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless. <ul style="list-style-type: none"> • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). 	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.







Subject – RE– Spring



	EYFS		Year 1		Year 2	
Topic	What's in the egg? 	What's growing in the garden? 	Home sweet home 	Plants 	Islands 	Changes 
Context	What sort of stories are special and why	Why do Christians put a cross in an Easter Garden	What do Christians believe God is like?	Who is Jewish and how do they live? (part 1)	What makes some places sacred to believers?	Why does Easter matter to Christians
Making sense of belief	To have heard a range of simple religious stories. David the shepherd, The	To hear and re-tell stories connected to the celebration of Easter.	Give at least two examples of a way in which Christians show their belief	Recognise the words of the Shema as a Jewish prayer.	Recognise that there are special places where people go to worship	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.

	<p>story of Ruth Chanukah. Recognise some religious words Identify a sacred text (Bible, Torah)</p>	<p>To say why Easter is a special time to Christians</p>	<p>in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others). Give an example of how Christians put their beliefs into practice in worship (e.g., by saying sorry to God</p>	<p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g., Shabbat, Chanukah) remind Jews about what God is like.</p>	<p>and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p>	<p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p>
Making Connections	<p>Identify some of their own feelings in the stories that they hear</p>	<p>Talk about ideas of new life in nature</p>	<p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make</p>	<p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Think, talk, and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>Think, talk, and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas</p>

Understanding Impact	Talk about some of the things these stories teach believers	Recognise symbols connected with holy week – eggs, palm leaves, cross	Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g., by saying sorry, by seeing God as welcoming them back; by forgiving others). Give an example of how Christians put their beliefs into practice in worship (e.g., by saying sorry to God)	Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different way	Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Give simple examples of how people worship at a church, mosque or synagogue. Talk about why some people like to belong to a sacred building or a community.	Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter
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Subject – RE - Summer						
	EYFS		Year 1		Year 2	
Topic	What's that munching? 	What's in the sea? 	Fearsome creatures 	Coasts and Capitals 	Oh I do like to be beside the seaside! 	Plants and food 
Context	Why is the word God so important to Christians ?.	What places are special and why?	Who is Jewish and how do they live? Part 2	How should we care for the world and for others and why does it matter?	Who is a Muslim and how do they live? – Double Unit	
Making Sense	To have heard and taken part in activities around the creation story	To begin to understand that for Christians, Muslims, and Jews that these	Recognise the words of the Shema as a Jewish prayer.	Identify a story or text that says something about each person being unique and valuable.	Recognise the words of the Shahadah and that it is very important for Muslims.	

		special places link to beliefs about God	Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g., Shabbat, Chanukah) remind Jews about what God is like.	Give an example of a key belief some people find in one of these stories (e.g., that God loves all people). Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.	Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammed
Making Connections	<p>Talk about things they find wonderful about the world</p> <p>Explore the wonders of the natural world and express their ideas and feelings about it.</p> <p>Talk about how people do and don't look after the world</p>	<p>To talk about somewhere that is special for them</p> <p>Get to know and use some words to talk about their thoughts and feelings when visiting a church</p> <p>Express a personal response to the natural world</p>	<p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Think, talk, and ask questions about what difference believing in God makes to how people treat each other and the natural world.</p> <ul style="list-style-type: none"> • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world 	<p>Think, talk about, and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>

Understanding impact	Say how and when Christians like to thank their creator	<p>Recognises that some religious people have places that have a special meaning to them</p> <p>Talk about things that are special and valued in a place of worship</p>	<p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).</p> <p>Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different way</p>	<p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.</p> <ul style="list-style-type: none">• Give examples of how Christians and Jews can show care for the natural earth.• Say why Christians and Jews might look after the natural world.	<p>Give examples of how Muslims use the Shahadah to show what matters to them.</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Make connections</p>
	IMPACT – End Points				
Impact	<p>In EYFS, A Reception child will be able to discuss traditions that they celebrate for example Christmas. They can discuss past and present events in their own lives as well as family members. They know about similarities and differences between themselves and others, and among families, communities, and traditions</p>	<p>In Year 1 A Year 1 child will be able to explain what a religion is, that there are lots of different religions. They can recall basic facts about Christianity and Judaism. They can talk about their own beliefs</p>	<p>In Year 2. A Year 2 child will be able to talk about the Christian festivals of harvest and Christmas. They will begin to understand that Muslims pray to Allah and have specific routines for prayer. Children will be familiar with the meaning of a saviour.</p>		

