

RE overview Year A

RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned. The locally agreed syllabus is a statutory syllabus of RE prepared under Schedule 31 to the Education Act 1996 and adopted by the LA under that schedule. Once adopted by the LA, the agreed syllabus sets out what pupils should be taught and can include the expected standards of pupils' performance at different stages. The Cornwall SACRE RE Syllabus (2020-2025) is followed by the school.

Term	Reception	Year1/2	Year3/4	Year5/6
Autumn 1	Being Special: where do we belong?	CREATION: Who Made the World? Harvest	CREATION/ FALL: What do Christians learn from the creation story?	What does it mean to be a Muslim in Britain today?
SACRE Key Questions/ Vocabulary	<i>Why is the word 'God' so important to Christians? God</i>	<i>Who do Christians say made the world?</i>	<i>What do Christians learn from the creation story?</i>	<i>What does it mean to be a Muslim in Britain today? Tawhid/iman/ibadah</i>
Make sense of belief:	Retell religious stories	Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world	Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world	Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i> ; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet)

<p>Understand the impact:</p>	<p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity</p>	<p>Give at least one example of what Christians do to say 'thank you' to God for Creation</p>	<p>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)</p> <p>Describe how and why Christians might pray to God, say sorry and ask for forgiveness</p>	<p>Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p>
<p>Make connections:</p>	<p>Making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</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>Ask questions and suggest answers about what might be important in the Creation story</p>	<p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>

Term	Reception	Year1/2	Year3/4	Year5/6
Autumn 2	Why do Christians perform Nativity Plays at Christmas?	What does it mean to belong to a faith community?	How do festivals and family life show what matters to Jewish people?	Was Jesus the Messiah? Christmas
SACRE Key Questions/ Vocabulary	<i>Why do Christians celebrate Jesus' birthday? What special things do Christians do at Christmas to share God's love? Incarnation</i>	<i>What does it mean to belong to a faith community?</i>	<i>How do festivals and family life show what matters to Jewish people?</i>	<i>Why do Christians believe that Jesus is the Messiah? Incarnation</i>
Make sense of belief:	Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories	Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today	Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms
Understand the impact:	Recall simply what happens at a traditional Christian festival (Christmas)	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 non-religious)	Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

Make connections:	<p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Making connections with personal</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 people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.</p>
Term	Reception	Year1/2	Year3/4	Year5/6
Spring 1	What times/stories are special and why?	What do Christians believe God is Like?	What is it like for someone to follow God?	What does it mean if God is holy and loving?
SACRE Key Questions/ Vocabulary	<p><i>What stories do you know about Jesus? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? What are the similarities and differences between different people's special stories? Bible, torah.</i></p>	<p><i>What do Christians believe God is like?</i></p>	<p><i>What is it like for someone to follow God?</i></p> <p><i>Covenant</i></p>	<p><i>What does it mean for Christians to believe that God is holy and loving?</i></p>
Make sense of belief:	<p>Talk about some religious stories</p> <p>Recognise some religious words, e.g. about God</p> <p>Identify a sacred text e.g. Bible, Torah</p>	<p>Identify what a parable is</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</p> <p>Give clear, simple accounts of what the story means to Christians</p>	<p>Make clear links between the story of Noah and the idea of covenant</p>	<p>Identify some different types of biblical texts, using technical terms accurately</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms</p>

Understand the impact:	Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the <i>Chanukah</i> story teaches Jews about standing up for what is right) etc.	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)	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship
Make connections:	Identify some of their own feelings in the stories they hear	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.	Make links between the story of Noah and how we live in school and the wider world.	Weigh up how biblical ideas and teachings about God as holy and loving might make a difference
Term	Reception	Year1/2	Year3/4	Year5/6
Spring 2	Why do Christians put a cross in an Easter garden?	Who is Jewish and how do they live? (1)	How do festivals and worship show what matters to a Muslim?	Why is the Torah so important to Jewish people?
SACRE Key Questions/ Vocabulary	What do Christians believe happened to Jesus? Why do Christians think this is such an important story? What do Christians do at Easter? <i>Salvation</i>	How do Jewish people live? <i>Torah, Shema, Chanukah, Sukkot, Sabbat</i>	Why are festivals important for Muslims? <i>Surah, Ibadah</i>	What is the Torah and why is it important? <i>Torah</i>
Make sense of belief:	Recognise and retell stories connected with celebration of Easter	Recognise the words of the Shema as a Jewish prayer	Identify some beliefs about God in Islam, expressed in Surah 1	Identify and explain Jewish beliefs about God

	Say why Easter is a special time for Christians	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	Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God)	Give examples of some texts that say what God is like and explain how Jewish people interpret them
Understand the impact:	Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. Talk about some ways Christians remember these stories at Easter.	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 ways (e.g. <i>mezuzah</i> , on Shabbat)	Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)	Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)
Make connections:	Talk about ideas of new life in nature and make connections with signs of new life in nature	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.	Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with	Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

			each other in the world today, giving good reasons for their ideas.	
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Term	Reception	Year1/2	Year3/4	Year5/6
Summer 1	Why is the word 'God' so important to Christians?	Who is Jewish and how do they live? (2)	What kind of world did Jesus want?	How do Christians decide how to live?
SACRE Key Questions/ Vocabulary	What does the word 'God' mean? Which people believe in God? What do Christians say about God as Creator?	How do Jewish people live? <i>Torah, Shema, Chanukah, Sukkot, Shabbat</i>	What kind of world did Jesus want? <i>Gospel, tikkun olam</i>	What would Jesus do? <i>Gospel</i>
Make sense of belief:	Retell stories, talking about what they say about the world, God, human beings	Recognise the words of the Shema as a Jewish prayer 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	Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian	Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts
Understand the impact:	Say how and when Christians like to thank their Creator	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 ways (e.g. <i>mezuzah</i> , on Shabbat)	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways	Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives

<p>Make connections:</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Talk about what people do to mess up the world and what they do to look after it.</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>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</p> <p>Articulate their own responses to the issues studied, recognising different points of view.</p>
<p>Summer 2</p>	<p>What places are special and why?</p>	<p>How should we care for the world and for others, and why does it matter?</p>	<p>How and why do religious and non-religious people try to make the world a better place?</p>	<p>Why do some people believe in God and some people not?</p>
<p>SACRE Key Questions/ Vocabulary</p>	<p>Where do you feel safe? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?</p>	<p>Why should we care?</p>	<p>How do people try to make the world a better place?</p>	<p>Why do some people believe in God and some people not? <i>Theist, atheist and agnostic</i></p>
<p>Make sense of belief:</p>	<p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p>	<p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p>	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p>	<p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God</p>

<p>Understand the impact:</p>	<p>Recognise that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</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> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Say why Christians and Jews might look after the natural world</p>	<p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek)</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>Identify some differences in how people put their beliefs into action</p>	<p>Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p>
<p>Make connections:</p>	<p>Talk about somewhere that is special to themselves, saying why</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>Express a personal response to the natural world.</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> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p>

RE overview Year B

RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The key document in determining the teaching of RE is the locally agreed syllabus with in the LA concerned. The locally agreed syllabus is a statutory syllabus of RE prepared under Schedule 31 to the Education Act 1996 and adopted by the LA under that schedule. On ce adopted by the LA, the agreed syllabus sets out what pupils should be taught and can include the expected standards of pupils' performance at different stages. The Cornwall SACRE RE Syllabus (2020-2025) is followed by the school.

Term	Reception	Year1/2	Year3/4	Year5/6
Autumn 1	Being Special: where do we belong?	Who is Muslim and how do they live? (Pt1)	What do Hindus believe that God is like?	Why do Hindus try to be good? (1)
SACRE Key Questions/ Vocabulary	<i>How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do we show people they are welcome? Where do you belong?</i>	Who is Muslim and how do they live? <i>God/Tawhid/ibadah/iman Shahadah</i>	What do Hindus believe that God is like? <i>Brahman/atman/murtis</i>	Why do Hindus try to be good? <i>Brahman , atman, dharma, karma, samsara, moksha, punusharthas</i>
Make sense of belief:	Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special	Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean	Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God	Identify and explain Hindu beliefs, e.g. <i>dharma, karma, samsara, moksha</i> , using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara, moksha</i> , etc.

		Give examples of how stories about the Prophet show what Muslims believe about Muhammad	Offer informed suggestions about what Hindu <i>murtis</i> express about God	
Understand the impact:	<p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Give examples of how Muslims use the <i>Shahadah</i> 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 simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</p> <p>Identify some different ways in which Hindus worship</p>	<p>Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p>
Make connections:	<p>Retell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p>	<p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>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>	<p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p>	<p>Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus</p> <p>Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</p>
Term	Reception	Year1/2	Year3/4	Year5/6
Autumn 2	Why do Christians perform Nativity Plays at Christmas?	Why does Christmas matter to Christians?	What is the Trinity? Christmas	Creation and science: conflicting or complementary?

SACRE Key Questions	<i>Why do Christians celebrate Jesus' birthday? What special things do Christians do at Christmas to share God's love? What makes every single person unique and precious? How does the Christmas story tell Christians they are precious to God? Incarnation</i>	<i>Incarnation</i>	<i>Incarnation, God</i>	Are science and religion compatible? <i>Creation</i>
Make sense of belief:	Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences.	Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians	Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today	Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations
Understand the impact:	Recall simply what happens at a traditional Christian festival (Christmas)	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas	Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together
Make connections:	Talk about people who are special to them Say what makes their family and friends special to them	Think, talk and ask questions about Christmas for people who are Christians and for people who are not	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is

	Retell religious stories, making connections with personal experiences.	Decide what they personally have to be thankful for, giving a reason for their ideas.		complementary, with a scientific account, giving good reasons for their views.
Term	Reception	Year1/2	Year3/4	Year5/6
Spring 1	Which stories are special and why?	Who is Muslim and how do they live? (2)	What does it mean to be a Hindu in Britain today?	Why do Hindus try to be good? (2)
SACRE Key Questions	<i>What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Bible, Torah, Chanukah</i>	<i>God/Tawhid/ibadah/iman Shahadah</i>	<i>What does it mean to be a Hindu in Britain today? dharma, Sanatan Dharma Hinduism, puja arti, bhajans, mandir</i>	<i>Brahman, atman, dharma, karma, samsara, moksha, punusharthas</i>
Make sense of belief:	Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah .	Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> 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 Muhammad	Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life'	Identify and explain Hindu beliefs, e.g. <i>dharma, karma, samsara, moksha</i> , using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara, moksha</i> , etc.
Understand the impact:	Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends)	Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them	Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>)	Make clear connections between Hindu beliefs about <i>dharma, karma, samsara</i> and <i>moksha</i> and ways in which Hindus live

	with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the <i>Chanukah</i> story teaches Jews about standing up for what is right), etc	Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action	Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i> ; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)	Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i> , <i>karma</i> , <i>moksha</i> , etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways
Make connections:	Identify some of their own feelings in the stories they hear	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 Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.
Term	Reception	Year1/2	Year3/4	Year5/6
Spring 2	Why do Christians put a cross in an Easter garden?	Why does Easter matter to Christians?	Why do Christians call the day Jesus died 'Good Friday'?	What do Christians believe Jesus did to 'save' people?
SACRE Key Questions	What do Christians believe happened to Jesus? Why do Christians think this is such an important story? What do	Why is Easter important for Christians?	Why is the day that Jesus died called 'Good Friday'?	What do Christians believe Jesus did to 'save' people?

	Christians do at Easter? <i>Salvation</i>	<i>Salvation</i>	<i>Easter, Salvation</i>	<i>Easter, Salvation, Incarnation</i>
Make sense of belief:	Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)	Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week	Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice
Understand the impact:	Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. Talk about some ways Christians remember these stories at Easter.	Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter	Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways
Make connections:	Talk about ideas of new life in nature and make connections with signs of new life in nature	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.	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions	Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view.
Term	Reception	Year1/2	Year3/4	Year5/6
Summer 1	Why is the word 'God' so important to Christians?	What is the good news Jesus brings?	When Jesus left what was the impact of Pentecost?	What kind of King is Jesus?
SACRE Key Questions	What does the word 'God' mean? Which people believe in	What does 'Good News' mean for Christians?	Why is Pentecost important for Christians?	What kind of King is Jesus?

	God? What do Christians say about God as Creator?		<i>Pentecost, kingdom of God</i>	
Make sense of belief:	Retell stories, talking about what they say about the world, God, human beings	<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>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</p> <p>Give examples of what Pentecost means to some Christians now</p>	<p>Explain connections between biblical texts and the concept of the kingdom of God</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</p>
Understand the impact:	Say how and when Christians like to thank their Creator	<p>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</p> <p>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)</p>	<p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship</p>	<p>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</p> <p>Show how Christians put their beliefs into practice in different ways</p>
Make connections:	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</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.	Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	<p>Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</p> <p>Articulate their own responses to the idea</p>

	Talk about what people do to mess up the world and what they do to look after it.			
Summer 2	What places are special and why?	What makes some places sacred to believers?	Why do some people think that life is like a journey and what significant events mark this?	How does faith help people when life gets hard?
SACRE Key Questions	Why do people find places special? <i>Where do you feel safe? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?</i>	Why are some places called sacred? <i>church, mosque or synagogue, sacred</i>	Why is life sometimes called a journey?	How does faith help when life is difficult? <i>Resurrection, judgement, heaven, karma, reincarnation</i>
Make sense of belief:	Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God	Recognise that there are special places where people go to worship, 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	Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today	Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences
Understand the impact:	Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship	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	Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in	Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference to how someone lives

		<p>Talk about why some people like to belong to a sacred building or a community</p>	<p>at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p>	
<p>Make connections:</p>	<p>Talk about somewhere that is special to themselves, saying why</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>Express a personal response to the natural world.</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</p> <p>Talk about what makes some places special to people, and what the difference</p>	<p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>	<p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own</p>