



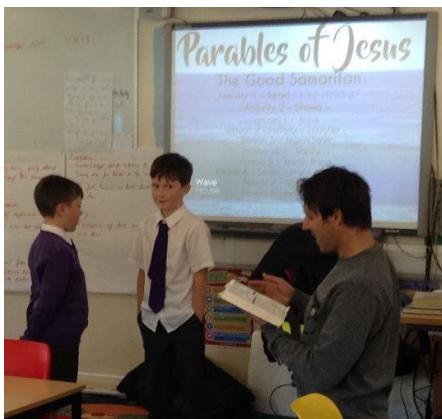
Religious Education Subject Overview

At The Bishops' we aim to provide a rich and engaging Religious Education curriculum that meets the needs of the children in our community. We follow the Cornwall agreed Syllabus 2025 which is inclusive of religions other than Christianity and also has a clear focus on religion in Cornwall past and present. The delivery of the RE curriculum is delivered through highly effective 'quality first teaching' which aims to stimulate pupils' interest, encourage a close consideration for the children's own beliefs, values and opinions and to foster a sense of awe and wonder. Through this delivery we provide children with the foundations for understanding the world.

The main faith groups and areas of learning covered include:

- Christianity – this is taught in all year groups and comprises the highest percentage of religions taught
- Judaism – taught in KS1 and in KS2
- Islam – taught in KS1 and in KS2
- Hinduism – taught in KS2
- Curriculum Kernewek – pupils here, have the opportunity to explore the rich spiritual and religious heritage of Cornwall and its relevance today.
- Visits and visitors – whilst visiting places of worship other than that of Christianity is difficult in Cornwall, our children receive regular visits from members of other faith groups to lead workshops and lessons as part of their RE learning experience.
- Spiritual development – this is embedded throughout every RE unit (as well as other curriculum subjects) and encourages the children to reflect on their learning and what it means to them.

Through the high standard of RE delivery and experiences that the children receive in this area of the curriculum, they will begin to have a greater understanding of the diversity of the world they live in and garner a mutual respect for all beliefs and cultures. Their exploration of religious and non-religious beliefs will give them an understanding as to how individual beliefs effect how people live out their day to day lives. They will become deep thinkers and raise questions about their own values and beliefs.



Curriculum Intent, Implementation and Impact Overview

Subject: Religious Education	Subject Leader: Catherine Hulance	
Intent	Implementation	Impact
<p>To ensure all children:</p> <ul style="list-style-type: none"> • Develop an understanding of the world around them. • Appreciate and respect the diverse beliefs of others • Know how people might express their beliefs • Understand that religious beliefs shape 	<p>Clear and comprehensive scheme of work in line with the Cornwall agreed syllabus <i>Teaching and Learning should show progression across all key stages within the strands of The Cornwall agreed syllabus. Teaching and Learning should be inclusive of learning about children and learning from religion. Lessons from schemes such as Understanding Christianity will be stimulating and challenging for the children, encouraging them to have a high degree of awe and wonder at the world around them.</i></p> <p>Resource <i>Throughout the units of work taught, it is important that the content is very 'real' to the children so teachers encourage to use the large resource bank available to them as well as books and video clips.</i></p> <p>Educational Visits and visitors <i>Regular visits to local places of religious worship such as St Michaels Church and Truro Cathedral are made. Where local visits are not possible, at least once per year, each year</i></p>	<p>Enthusiastic, excited and curious children who are able to communicate their understanding of diverse beliefs in the world.</p> <p>Children will achieve age related expectations at the end of their cohort year.</p> <p>Children will be able to question ideas and make personal reflection following each lesson.</p>

<p>people's lives and behaviours.</p> <ul style="list-style-type: none"> • Make personal and informed responses to religious and non religious issues. • Reflect on their own beliefs and values. 	<p><i>group receive a visitor of a faith other than Christianity that links with the religion being studied to run a workshop.</i></p> <p>Cross curricular links</p> <p>Certain units within the RE scheme are tied in with topics for a particular class, for example when studying India, Year 6 will also learn the key beliefs for this country.</p> <p>RE focus days</p> <p>Throughout the school year we have regular days devoted to learning about an area of religion which also ties in with the Christian value for that term, Bible story and key Bible verse.</p> <p>British Values and PSHE</p> <p><i>Children will learn and revisit the importance of our world and how it should be treated. They learn the value of mutual respect across all beliefs.</i></p> <p>Monitoring</p> <p><i>A regular book scrutiny and learning walk will enable the curriculum leaders to check coverage and progression.</i></p> <p>Staff Development</p> <p>Teachers have access to CPD to improve their confidence and ability to teach RE effectively.</p>	<p>Children will learn to respect all beliefs and religious practises.</p> <p>Children will delve deeper into their own beliefs and values.</p> <p>Children will be better prepared for the wider world as well as their local community.</p>
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Religious Education skills and knowledge progression

Area of study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
God		<ul style="list-style-type: none"> - Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair 				<ul style="list-style-type: none"> -Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and 	<ul style="list-style-type: none"> -Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and

		<p>and forgiving, and also Lord and King.</p> <ul style="list-style-type: none"> • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him. 			<p>loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <ul style="list-style-type: none"> • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information. 	<p>loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <ul style="list-style-type: none"> • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.
Area of Study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5
Creation/ Fall	<ul style="list-style-type: none"> • The word God is a name. • Christians believe God is the creator of the universe. 	<ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. 		<p>God the Creator cares for the creation, including human beings.</p> <ul style="list-style-type: none"> • As human beings are part of God's 		

	<ul style="list-style-type: none"> Christians believe God made our wonderful world and so we should look after it 	<ul style="list-style-type: none"> God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God 		<p>good creation, they do best when they listen to God.</p> <ul style="list-style-type: none"> The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.] 			
Area of Study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
People of God				<ul style="list-style-type: none"> The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. 			

				<ul style="list-style-type: none"> • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises 			
Area of Study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Incarnation	<ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God 		<p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <ul style="list-style-type: none"> • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for 		<ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to 	<ul style="list-style-type: none"> - Christian believe that Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about a 'rescuer' or 	<ul style="list-style-type: none"> - Christian believe that Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about a 'rescuer' or

		Christians is a time of getting ready for Jesus' coming.		understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation). • Christians see Jesus as their Saviour (See Salvation).	'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation).	
Area of Study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gospel			Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God,	Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your			

			<p>and being forgiven for bad things.</p> <ul style="list-style-type: none"> Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live 	<p>neighbour, putting others first.</p> <ul style="list-style-type: none"> Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 			
Area of Study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Salvation	<ul style="list-style-type: none"> Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others. 		<ul style="list-style-type: none"> 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) 		<p>-Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <ul style="list-style-type: none"> The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. 	<ul style="list-style-type: none"> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. 	<ul style="list-style-type: none"> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection.

		<ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 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. 	<ul style="list-style-type: none"> Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. 	<p>death and resurrection.</p> <ul style="list-style-type: none"> The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are
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					<ul style="list-style-type: none"> Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. 	prepared to die for others and for their faith.	
Area of Study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Kingdom of God					<p>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>- Christians believe that after Jesus returned to be with</p>		

					<p>God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <ul style="list-style-type: none"> - Christians celebrate Pentecost as the beginning of the Church. 		
Area of Study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Judaism		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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 		

	<ul style="list-style-type: none"> • 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. mezuzah, on Shabbat) • 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. 	<ul style="list-style-type: none"> • 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. mezuzah, on Shabbat) • 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>Exodus story for Jews today</p> <ul style="list-style-type: none"> • 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 • Make connections: <ul style="list-style-type: none"> • 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 • 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 	
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					giving good reasons for their ideas.		
Area of Study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Islam		<ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims <ul style="list-style-type: none"> • 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 Muhammad • Give examples of how Muslims use the Shahadah to show what matters to them 	<ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims <ul style="list-style-type: none"> • 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 Muhammad • Give examples of how Muslims use the Shahadah to 	<p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <ul style="list-style-type: none"> • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) • Give examples of ibadah (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, 		<p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <ul style="list-style-type: none"> • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, 	<p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <ul style="list-style-type: none"> • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars,

	<ul style="list-style-type: none"> • 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 • 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 	<p>show what matters to them</p> <ul style="list-style-type: none"> • 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 • 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>as a family and as a community, at home and in the mosque)</p> <ul style="list-style-type: none"> • 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 each other in the world today, giving good reasons for their ideas. 		<p>festivals, mosques, art)</p> <ul style="list-style-type: none"> • Give evidence and examples to show how Muslims put their beliefs into practice in different ways • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today • 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>festivals, mosques, art)</p> <ul style="list-style-type: none"> • Give evidence and examples to show how Muslims put their beliefs into practice in different ways • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today • 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
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		<p>something to say to them too.</p> <ul style="list-style-type: none"> • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 			<p>valuable to people who are not Muslims</p> <ul style="list-style-type: none"> • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	<ul style="list-style-type: none"> • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	
Area of Study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	
Hinduism				<ul style="list-style-type: none"> • 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 • Offer informed suggestions about what Hindu murtis express about God Understand the impact: 	<ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in 	<p>-Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</p> <ul style="list-style-type: none"> • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. • Make clear connections 	

			<ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • 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>Britain, or between Britain and parts of India)</p> <ul style="list-style-type: none"> • 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' (dharma) • 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. 	<p>between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <ul style="list-style-type: none"> • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc • Give evidence and examples to show how Hindus put their beliefs into practice in different ways • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are 	
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						important to Hindus <ul style="list-style-type: none"> • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. 	
Area of Study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thematic learning And Curriculum Kernewek	<ul style="list-style-type: none"> • Retell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens 	Identify a story or text that says something about each person being unique and valuable <ul style="list-style-type: none"> • 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 Give an example of how people show that	<u>Curriculum Kernewek</u> <ul style="list-style-type: none"> - Recognise that there are special people and places in Cornwall that are sacred to believers. - Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there 	<ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. 	<u>Curriculum Kernewek</u> <ul style="list-style-type: none"> - identify festivals that are unique to Cornwall and explain how they started - Offer informed suggestions about the meaning and importance of ceremonies/ festivals for religious and non-religious people today in Cornwall - Describe special times in the Cornish year. Make simple links between beliefs and importance of 	<u>Curriculum Kernewek</u> <ul style="list-style-type: none"> -Describe at least three examples of ways in which world views in Cornwall 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, 	<u>Curriculum Kernewek</u> <ul style="list-style-type: none"> -Describe at least three examples of ways in which world views in Cornwall 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

<p>when a baby is welcomed into a religion other than Christianity.</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • 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 • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal 	<p>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 • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught 	<ul style="list-style-type: none"> - Re-tell a story about a Cornish Saint and connect this story to the local area . - Give examples of stories, objects and symbols used in churches, which show what people believe -Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this - Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas - Talk about what makes some places 	<p>tikkun olam and the charity Tzedek)</p> <ul style="list-style-type: none"> • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action • 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 • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, 	<p>these special events to the people of Cornwall</p> <ul style="list-style-type: none"> - Identify some differences in how people celebrate community life e.g. different practices in local festivals and traditions - Raise questions and suggest answers about why it is important for everyone to feel part of a community - Make links behind festivals that mark different times of the year in Cornwall - Give good reasons why they think ceremonies of commitment are or are not valuable today 	<p>comparing and explaining similarities and differences</p> <ul style="list-style-type: none"> Make clear connections between what people in Cornwall 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/reincarnation make a difference to how someone lives - Consider Cornwall as a place of refuge, inspiration and challenge Offer a reasoned response to the unit question 	<p>explaining similarities and differences</p> <p>Make clear connections between what people in Cornwall believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <ul style="list-style-type: none"> - Give examples of ways in which beliefs about resurrection/judgement/heaven/reincarnation make a difference to how someone lives - Consider Cornwall as a place of refuge, inspiration and challenge Offer a reasoned response to the unit question
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<p>response to the natural world.</p> <p>Talk about some religious stories</p> <ul style="list-style-type: none"> • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • 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 Chanukah story teaches 	<p>about loving other people</p> <p>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</p> <ul style="list-style-type: none"> • 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) • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith 	<p>special to people in Cornwall and what the difference is between some sacred places</p>	<p>making links with religious ideas studied, giving good reasons for their views.</p>		<p>response to the unit question (How does faith help people in Cornwall when life gets hard?), with evidence and example, expressing insights of their own.</p>
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	Jews about standing up for what is right), etc	communities and for themselves, giving a good reason for their ideas.					
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