



	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1</p> <p><u>Key for colours -</u> Make sense of belief Understand the impact Make connections</p>	<p>What do Christians learn from the creation story?</p> <p>Place the concepts of God and Creation on a timeline of the bible's 'big story'</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Recognise that the story of 'the fall' in Genesis 3 gives an explanation of why things go wrong in the world.</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)</p> <p>Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p>	<p>What do Hindus believe God is like?</p> <p>Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu <i>murtis</i> express about God</p> <p>Make simple links between beliefs about God and how Hindus live</p> <p>Identify some different ways in which Hindus worship</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>What does it mean to be a Muslim in Britain today?</p> <p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an</p> <p>Describe ways in which Muslim sources of authority guide Muslim living</p> <p>Make clear connections between Muslim beliefs and Ibadah</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</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>	<p>Why do Hindus want to be good?</p> <p>Identify and explain Hindu beliefs</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>Make connections between Hindu beliefs studied and explain how and why they are important to Hindus</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</p>
<p>Autumn 2</p>	<p>How do festivals and family life show what matters to Jewish people?</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today.</p> <p>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)</p>	<p>What is the Trinity? (Incarnation)</p> <p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and Trinity mean</p> <p>Give examples of what these texts mean to some Christians today</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live.</p> <p>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.</p>	<p>Was Jesus the Messiah? (Incarnation)</p> <p>Explain the place of Incarnation and Messiah within the 'big story' of the bible</p> <p>Identify Gospel and prophecy texts, using technical terms</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p>	

	<p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</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>	
Spring 1	<p>What is it like to follow God?</p> <p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at wedding ceremony</p> <p>Make links between the story of Noah and how we live in school and the wider world</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>Describe how Hindus show their faith within their families in Britain today</p> <p>Describe how Hindus show their faith within their faith communities in Britain today</p> <p>Identify some different ways in which Hindus show their faith</p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p> <p>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>	<p>What does it mean if God is Holy and loving? (God)</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> <p>Make clear connections between Bible texts studied and what Christians believe about God, for example, through now cathedrals are designed</p> <p>Show how Christians put their beliefs into practice in worship</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today developing insights of their own</p>	<p>Creation and science – conflict or complimentary (creation&fall)</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose</p> <p>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</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator</p> <p>Show understanding of why many Christians find science and faith go together</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</p> <p>Weigh up how far Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p>
Spring 2	<p>How do festivals and worship show what matters to a human?</p> <p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and Ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</p> <p>Give examples of Ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p>	<p>Why do Christians call the day Jesus died Good Friday? (Salvation)</p> <p>Recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people</p> <p>Offer informed suggestions about what the events of Holy week mean to Christians</p> <p>Give examples of what Christians say about the importance of the events of Holy week</p>	<p>Why is the Torah so important to Jewish people?</p> <p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p>	<p>What did Jesus do to save human being? (Salvation)</p> <p>Outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it</p> <p>Explain what Christians mean when they say that Jesus' death was sacrifice</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</p>

	<p>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)</p> <p>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.</p> <p>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>	<p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions</p>	<p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to Kosher laws)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>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</p>	<p>Show how Christians put their beliefs into practice in different ways</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view</p>
Summer 1	<p>What kind of world did Jesus want? (Gospel)</p> <p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</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>For Christians, what was the impact of Pentecost? (Kingdom of God)</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>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 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>	<p>How do Christians decide how to live? What would Jesus do? (Gospel)</p> <p>Identify features of Gospel texts</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and their individual lives</p> <p>Make connections between Christian teachings 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>For Christians, what kind of king was Jesus? (Kingdom of God)</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> <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> <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 of the importance of love and service in the world today.</p>
Summer 2	<p>How and why do religious and non-religious people try to make the world a better place?</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>How and why do people in Cornwall mark significant events in community life? (Curriculum Kerneweck)</p> <p>Identify festivals that are unique to Cornwall and explain how they started.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies/ festivals for religious and non-religious people today in Cornwall.</p> <p>Describe special times in the Cornish year.</p>	<p>How can people in Cornwall express their spirituality through the arts? (Curriculum Kerneweck)</p> <p>Compare and explain at least two ways to describe 'the spiritual' or 'spirituality'.</p> <p>Describe spirituality within Cornwall as expressed through creative arts</p> <p>Show how people express spirituality in different ways (e.g. through art, music, activism).</p>	<p>Does faith help people in Cornwall when life gets hard? (Curriculum Kerneweck)</p> <p>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.</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.</p>

	<p>Make simple links between teachings about how to live and ways in which people try to make the worlds a better place (e.g. <i>tikkun olam</i> and the charity <i>Tzedek</i>)</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>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>Make simple links between beliefs and importance of these special events to the people of Cornwall.</p> <p>Identify some differences in how people celebrate community life e.g. different practices in local festivals and traditions.</p> <p>Raise questions and suggest answers about why it is important for everyone to feel part of a community.</p> <p>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>	<p>Give reasons and examples to explain how music and art can help people understand big ideas in their tradition or way of life</p> <p>Explain how and why Cornwall is an important place of spirituality</p> <p>Offer a coherent account of the value of spirituality in the lives of religious and non-religious people, including themselves</p> <p>Evaluate how far living in Cornwall will shape the way someone sees all aspects of life, offering insights, reasons and justifications for their response</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> <p>Give examples of ways in which beliefs about resurrection/ judgement/ heaven/reincarnation make a difference to how someone lives.</p> <p>Consider Cornwall as a place of refuge, inspiration and challenge.</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own</p>
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