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Autumn Term 2023				
	Autumn 1		Autumn 2	
Nursery	<p>N1: Harvest Make connections between the features of their family and other families. Notice differences between people.</p> <p>N2: Harvest Begin to make sense of their own life story and family history.</p>		<p>N1: The Nativity Story/ Christmas</p> <p>N2: The Nativity Story/ Christmas</p>	
Puffins R	<p>F4-Being Special; Where do we belong?</p> <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 when a baby is welcomed into a religion other than Christianity.		<p>F2-Why is Christmas special for Christians? (UC Incarnation)</p> <ul style="list-style-type: none">• Talk about people who are special to them• Say what makes their family and friends special to them• Recall simply what happens at a traditional Christian festival (Christmas)• 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.	
Puffins 1	<p>1.10-What does it mean to belong to a faith community (incl. in Cornwall)?</p> <p>Make sense of beliefs:</p> <ul style="list-style-type: none">• Recognise that loving others is important in lots of communities• Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> <ul style="list-style-type: none">• 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) <p>Make connections:</p> <ul style="list-style-type: none">• 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 communities and for themselves, giving a good reason for their ideas.		<p>1.3-Why does Christmas matter to Christians? (UC Incarnation)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• 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 <p>Understand the impact:</p> <ul style="list-style-type: none">• Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none">• Think, talk and ask questions about Christmas for people who are Christians and for people who are not• Decide what they personally have to be thankful for, giving a reason for their ideas.	
Choughs 2	<p>1.2-Who do Christians say made the world? (UC Creation)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• 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 <p>Understand the impact:</p> <ul style="list-style-type: none">• Give at least one example of what Christians do to say 'thank you' to God for Creation <p>Make connections:</p> <ul style="list-style-type: none">• Think, talk and ask questions about living in an amazing world• 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>1.8CK4RE-What makes some people and places in Cornwall sacred?</p> <p>Make sense of belief:</p> <p>Recognise that there are special people and places in Cornwall that are sacred to believers</p> <p>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</p> <p>Re-tell a story about a Cornish Saint and connect this story to the local area</p> <p>Understand the impact:</p> <p>Give examples of stories, objects and symbols used in churches, which show what people believe</p> <p>Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this</p> <p>Make connections:</p> <p>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</p> <p>Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places</p>	
Choughs 3 Choughs 4	<p>L2.1-What do Christians learn from the creation story? (UC Creation/Fall)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• 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 <p>Understand the impact:</p> <ul style="list-style-type: none">• 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)• Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Make connections:</p> <ul style="list-style-type: none">• Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.		<p>L2.2-What is it like for someone to follow God? (UC People of God)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Make clear links between the story of Noah and the idea of covenant <p>Understand the impact:</p> <ul style="list-style-type: none">• Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <p>Make connections:</p> <ul style="list-style-type: none">• Make links between the story of Noah and how we live in school and the wider world.	
Razorbills 5 Razorbills 6	<p>U2.7-Why do Hindus try to be good? (Karma/dharma/samsara/moksha)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>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</i>, <i>moksha</i>, etc. <p>Understand the impact:</p> <ul style="list-style-type: none">• 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• 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 <p>Make connections:</p> <ul style="list-style-type: none">• 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.		<p>U2.9-Why is the Torah so important to Jewish people? (God/Torah)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Identify and explain Jewish beliefs about God• Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understand the impact:</p> <ul style="list-style-type: none">• 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) <p>Make connections:</p> <ul style="list-style-type: none">• 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.	

Spring Term 2024				
	Spring 1		Spring 2	
Nursery	<p>N1: Chinese New Year- Food</p> <p>N2: Chinese New Year- Food</p>		<p>N1: St Piran’s Day</p> <p>N2: St Piran’s Day</p>	
Puffins R	<p>F1-Why is the word ‘God’ so important to Christians? (UC God/Creation)</p> <ul style="list-style-type: none">• Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world• Retell stories, talking about what they say about the world, God, human beings• Think about the wonders of the natural world, expressing ideas and feelings• Say how and when Christians like to thank their Creator• Talk about what people do to mess up the world and what they do to look after it..		<p>F3-Why is Easter special for Christians? (UC Salvation)</p> <ul style="list-style-type: none">• Recognise and retell stories connected with celebration of Easter• Say why Easter is a special time for Christians• Talk about ideas of new life in nature• Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature• Talk about some ways Christians remember these stories at Easter.	
Puffins 1	<p>1.1-What do Christians believe God is like? (UC God)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Identify what a parable is• 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• Give clear, simple accounts of what the story means to Christians <p>Understand the impact:</p> <ul style="list-style-type: none">• 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) <p>Make connections:</p> <ul style="list-style-type: none">• Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas• Give a reason for the ideas they have and the connections they make.		<p>1.5-Why does Easter matter to Christians? (UC Salvation)</p> <p>Make sense of belief:</p> <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>Understand the impact:</p> <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 <p>Make connections:</p> <ul style="list-style-type: none">• 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.	
Choughs 2	<p>1.4-What is the good news Christians say Jesus brings? (UC Gospel)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians• Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none">• 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• 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>Make connections:</p> <ul style="list-style-type: none">• Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.		<p>1.6-Who is Muslim and how do they live? (God/Tawhid/Ibadah/Iman)- double unit i</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• 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 <p>Understand the impact:</p> <ul style="list-style-type: none">• Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them• 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 <p>Make connections:</p> <ul style="list-style-type: none">• 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.	
Choughs 3 Choughs 4	<p>L2.9-How do festivals and worship show what matters to a Muslim? (Ibadah)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Identify some beliefs about God in Islam, expressed in Surah 1• Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none">• 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) <p>Make connections:</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>L2.10-How do festivals and family life show what matters to Jews? (God/Torah/the People)</p> <p>Make sense of belief:</p> <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 Exodus story for Jews today <p>Understand the impact:</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 <p>Make connections:</p> <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 giving good reasons for their ideas.	
Razorbills 5 Razorbills 6	<p>U2.1-What does it mean for Christians to believe that God is holy and loving? (UC God)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Identify some different types of biblical texts, using technical terms accurately• Explain connections between biblical texts and Christian ideas of God, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none">• 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 <p>Make connections:</p> <ul style="list-style-type: none">• 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>U2.8-What does it mean to be a Muslim in Britain today? (Tawhid/Iman/Ibadah)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• 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> <ul style="list-style-type: none">• Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)• Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none">• 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• Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	

Summer Term 2024			
	Summer 1		Summer 2
Nursery	<p>N1: Notice and ask questions about differences, such as skin colour, types of hair, gender, religion</p> <p>Explore and respond to different natural phenomena in their setting and on trips</p> <p>N2: Talk with others to avoid conflicts</p> <p>Use all their senses in hands on exploration of natural objects from the surrounding environment.</p>		<p>N1:</p> <p>Explore the environment in Summer.</p> <p>N2:</p> <p>Talk about what they see using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
Puffins R	<p>F5-Which places are special and why?</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 response to the natural world. 		<p>F6-Which stories are special and why?</p> <ul style="list-style-type: none"> • Talk about some religious stories • 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 <i>Chanukah</i> story teaches Jews about standing up for what is right), etc. 
Puffins 1	<p>1.7-Who is Jewish and how do they live? (God/Torah/The People) Double unit</p> <p>Make sense of belief:</p> <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 <p>Understand the impact:</p> <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. <i>mezuzah</i>, on Shabbat) <p>Make connections:</p> <ul style="list-style-type: none"> • 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. 		
Choughs 2	<p>1.6-Who is Muslim and how do they live? (God/Tawhid/Ibadah/Iman)- double unit ii</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them • 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 <p>Make connections:</p> <ul style="list-style-type: none"> • 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. 		<p>1.9-How should we care for others and the world and why does it matter?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> • 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 • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world <p>Make connections:</p> <ul style="list-style-type: none"> • 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. 
Choughs 3 Choughs 4	<p>L2.11CK4RE- How and why do people in Cornwall mark significant events in community life?</p> <p>Make sense of belief:</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>Understand the impact:</p> <p>Describe special times in the Cornish year. 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>Make connections:</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</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today</p> 		<p>L2.4-What kind of world did Jesus want? 'What would Jesus do?'(UC Gospel)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • 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 • Articulate their own responses to the issues studied, recognising different points of view. 

<div>Razorbills</div> <div>5</div> <div>Razorbills</div> <div>6</div>	<div>U2.5-What do Christians believe Jesus did to ‘save’ people? (UC Salvation)</div> <div><div>Make sense of belief:</div><div><div>• Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</div><div>• Explain what Christians mean when they say that Jesus' death was a sacrifice</div></div><div>Understand the impact:</div><div><div>• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</div><div>• Show how Christians put their beliefs into practice in different ways</div></div><div>Make connections:</div><div><div>• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</div><div>• Articulate their own responses to the idea of sacrifice, recognising different points of view.</div></div></div> <div></div>	<div>U2.10-What matters most to Humanists and Christians?</div> <div><div>Make sense of belief:</div><div><div>• Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</div><div>• Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</div></div><div>Understand the impact:</div><div><div>• Make clear connections between Christian and Humanist ideas about being good and how people live</div><div>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</div></div><div>Make connections:</div><div><div>• Raise important questions and suggest answers about how and why people should be good</div><div>• Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</div></div></div> <div></div>
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