

Newlyn School RE Curriculum

“Religion is one tree with many branches. As branches you may say religions are many, but as a tree, religion is only one.” Gandhi

INTENT What we intend to achieve through our curriculum	IMPLEMENTATION How we will deliver our curriculum	IMPACT How we will measure the effectiveness of our curriculum
Here, at Newlyn School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain, including Cornish traditions, festivals and Saints; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. We teach RE using the Cornwall Agreed Syllabus 2020-2025.	We teach Christianity explicitly through using the Cornwall Agreed Syllabus 2020-2025 and the recommended learning through questions units. RE is taught once a week or in blocks around religious celebrations.	The children at Newlyn School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world.

Components

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Sequencing	F1 Why is the word ‘God’ so important to Christians? 1. I can retell a simple version of the creation story. 2. I understand the importance of caring for God’s world. 3. I notice God’s creations all around me. 4. I can say how many Christians thank God. 5. I use the word ‘God’ when talking about the creator. 6. I express ideas and feelings about the	F2 Why is Christmas special for Christians? 1. I can Talk about people who are special to them. 2. I can recall some of the things Christians do to celebrate Christmas. 3. I am beginning to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus. 4. I can retell the Nativity story. 5. I can recall simply what happens at a	F4 Being special: where do we belong? 1. I can consider questions about how we all should behave. 2. I know that Jesus thought children were special (Mark: 13-16). 3. I can talk about occasions when I felt special. 4. I know that a Christian baptism is a special time. 5. I can explore other religious special times. 6. I recognise that there are special occasions for us all.	F3 Why is Easter special for Christians? 1. I can talk about ideas of new life in nature. 2. I can retell the story of Easter. 3. I know about the importance of palms on Palm Sunday. 4. I recognize the symbol of the cross as Christian. 5. I can say what a Christian family might do to celebrate Easter. 6. I recognise that Easter is connected to Spring and ‘new life’.	F5 Which places are special and why? 1. I can talk about special places that people have. 2. I can recognise that some religious people have places which have special meaning for them. 3. I can talk about the things that are special and valued in a place of worship. 4. I can recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.	F6 Which stories are special and why? 1. I can talk about a favourite book of my own. 2. I know some stories that are told in Judaism. 3. I know some stories that Christians tell. 4. I know some stories that are told in Islam. 5. I can talk about some of the things these stories teach believers. 6. I can express feelings about some of the

	wonders of the natural world.	traditional Christian festival (Christmas). 6. I can make connections between Bible stories and personal experiences.			5. I can talk about their thoughts and feelings when visiting a church. 6. I can explain why a place is special to me.	stories they have heard.
Composite	I know the word 'God' is important to Christians.	I know why Christmas is special for Christians.	I know that we are all special and belong in this world.	I know why Easter is special for Christians.	I know that some places are special.	I know that some stories are special and why.
Vocabulary	Bible, Christian, creator, God, harvest, Moon, nature, Sun, world.	Bethlehem, Christmas, crib, God, incarnation, Jesus, Joseph, Mary, Nativity	Baptism, Christian, dedication, Hindu, Jewish, Muslim, special, unique, valuable	Bible, celebrations, cross, Easter, Jesus, Jesus' followers, Palm, leaves, Palm, Sunday, Roman	Altar, candle, church, cross, font, mosque, prayer mat, pulpit, temple, special, spiritual, synagogue	Bible, Chanukah, Ganesha, holy book, Krishna, Muhammed, Quran, Rima and Sita, Ten Lepers
Class 1 Sequencing	1.1 What do Christians believe God is like? 1. I know what a parable is and can retell one, using the Lost Son (Luke 15:1–2, 11–32). 2. I can identify what Christians believe God is like using the stories of the Lost Sheep and Lost Coin in Luke 15. 3. I can re-enact the parables and to know that Christians use these parables to show that God is loving and forgiving. 4. I am able to give an example of how Christians put their beliefs into practice in worship – forgiving others and letting go of the hurt. 5. I know how feelings are affected when forgiveness is not given.	1.3 Why does Christmas matter to Christians? 1. I know that Christmas celebrates the birth of baby Jesus (the embodiment of God the Son in human flesh as Jesus Christ). 2. I can follow the Christmas trail that comes from Luke in the Gospels. 3. I know about some of the traditions of Christmas and what they symbolise. 4. I know that Luke's story talks about Jesus' birth being 'good news'. 5. I can investigate how the Christmas story is celebrated. 6. I understand that many Christians celebrate Christmas to say 'thank you'.	Unit 1.9 How should we care for others and the world and why does it matter? 1. I can identify a story that says something about each person being unique and valuable. 2. I can talk about the benefits and responsibilities of friendship and the ways in which people care for others. 3. I can give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. 4. I know how some people or groups have been inspired to care for people because of their religious or ethical beliefs 5. I can ask questions about whether believe in	1.5 Why does Easter matter to Christians? 1. I know the events that Christians do in Holy Week. 2. I know how people who have 'peace' may demonstrate it. 3. I recognise that Incarnation and Salvation are a part of the big story. 4. I can give three examples of how Christians show their beliefs about Jesus's death and resurrection. 5. I am able to share thoughts about whether Easter offers any hopes to people.	1.6 Who is a Muslim and how do they live? 1. I recognise the words of the Shahadah and know that it is very important for Muslims. 2. I can identify some key Muslim beliefs about God found in the Shahadah and the 99 names of Allah. 3. I can use examples of how stories about the Prophet show what Muslims believe about Muhammad. 4. I know that Muslims use stories about the Prophet to guide their beliefs and actions. 5. I know Muslims use the Shahadah within aqiqah to show what matters to them.	Double Unit

	6. I know how Christians might show God's love and forgiveness towards others.		God affects the way people care for the world. 6. I can give reasons why everyone should care for the natural world.		6. I know about Muslim beliefs and their ways of living.	
Composite	I know what Christians believe God is like.	I know Why Christmas matters to Christians.	I know we should care for others and the world and explain why	I know why Easter matters to Christians.	I know who Muslims are and how they live	
Vocabulary	Forgiveness, love, relief, joyfulness, changed ways, prodigal (wasteful and reckless), parable, rejoicing, repent. Christian, God, Jesus, love, parable, prodigal,	Advent, Bethlehem, Christian, Christmas, God, Gospel, Holy spirit, incarnation, Jesus, Joseph, Mary, Nativity,	caring, charity, Dr Barnardo, Genesis, Golden rule, good/bad, friendships, important, right, wrong, unique, values.	Big story, Easter, Easter Sunday, heaven, Good Friday, incarnation, Holy week, Palm Sunday, resurrection,	Allah, Al-Azeem, Al-Barr, Al-Salam, Five Pillars, ibadah, Iman, Islam, Muhammed, Muslim, Quran, Shahadah, witness	
Class 2-3 Sequencing	L2.1 What do Christians learn from the Creation story? 1. I can retell elements of the Creation story as written in Genesis. 2. I can say how we look after one another and how that helps us look after the world. 3. I know what Christians celebrate about the world. 4. I know of Christians who have given their lives to care for the world. 5. I understand that Christians believe that humankind are in sin and need forgiveness from God. 6. I know what is important in the Creation story for	L2.7 What do Hindus believe God is like? 1. I can identify some Hindu deities and say how they help Hindus describe God. 2. I can Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God 3. I can make simple links between beliefs about God and how Hindus live 4. I can identify some ways in which Hindu's worship 5. I can ask questions and show respect when thinking about whether it is Raise questions and suggest answers about whether it is good to think about the cycle of	L2.3 What is the 'Trinity' and why is it important for Christians? 1. I can recognise what a 'Gospel' is and give an example of the kinds of stories it contains 2. I can Offer suggestions about what texts about Baptism and Trinity mean. 3. I can give examples of what these texts mean to some Christians today 4. I can 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. 5. I can make links between some Bible	L2.5 Why do Christians call the day Jesus died 'Good Friday'? 1. I recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people. 2. I can offer informed suggestions about what the events of Holy Week mean to Christians. 3. I can say what the events of Holy Week means to Christians. 4. I can make simple links between the Gospel accounts and how Christians mark the Easter. 5. I can say how Christians show their	L2.9 How do festivals and worship show what matters to Muslims? 1. I can identify some beliefs about God in Islam, expressed in Surah 1. 2. I know the importance of the Five Pillars in Muslim faith. 3. I understand the importance of ibadah (worship) and describe what they involve. 4. I can make links between Muslim beliefs about God and a range of ways in which Muslims worship. 5. I can understand the importance of Ramadan to Muslims. 6. I can say how non-Muslims benefit from	L2.11 How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious 1. I can name significant events and explain what they mean. 2. I can identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. 3. I can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious

	Christians and for non-Christians living today.	create/preserve/destroy in the world today 6. I can 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, give good reasons for my ideas.	texts studied and the idea of God in Christianity.	belief in Jesus through their worship. 6. I can share thoughts about why Christians call the day Jesus died 'Good Friday'.	the submission and service to God of a Muslim.	people. 4:I can identify differences in how people celebrate commitment. 5. I can give reasons why seeing life a journey is good or bad. 6. I can understand how and why people mark significant events of life.
Composite	I know what Christians learn from the Creation story.	I know what Hindus believe God is like.	I know about the 'Trinity' and why is it important for Christians.	I know why Christians call the day Jesus died 'Good Friday'.	I know that festivals and worship show what matters to Muslims.	I know how and why different people mark the significant events of life.
Vocabulary	Bible, Caring/ caretaker, creation, God, first sin, Jews, Sabbath, serving, Wonders.		Baptism, Bible, Christianity, God, Holy spirit, Jesus, Prayer, saviour, Trinity	Big story, Easter. Easter Sunday, Good Friday, heaven, Holy week, incarnation, Palm Sunday, new life, resurrection, salvation, Stations of Cross	Allah, Eid-ul-Fitr, fasting, Five Pillars, ibadah, mosque, Muslims, Ramadan, Salah, self-control, Shahadah, Surah 1	Bar Mitzvah, Bat Mitzvah, belonging, ceremony, sacred commitments, Humanism. life journey, map of life, Metaphor, milestones thread, symbolism
Class 3-4 Sequencing	L2.2 What is it like for someone to follow God? 1. I can retell the story of Noah and the Flood as in Genesis. 2. I can make clear links between the story of Noah and the idea of covenant. 3. I can say what God's Covenant with humankind is. 4. I can make simple links between promises in the story of Noah and promises that Christians	L2.4 What kind of world did Jesus want? 1. I can retell the account of Jesus calling his first disciples from Matthew. 2. I can retell the account of Jesus healing the leper in Mark. 3. I can make links between Jesus's story of the Good Samaritan and the world that Jesus wanted. 4. I can list some of the things the church does	L2.6 For Christians, what was the impact of Pentecost? 1. I can retell the story of Pentecost. 2. I can explain the symbolism of the Pentecost. 3. I can explain what Pentecost means to some Christians now. 4. I can make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now.	L2.8 What does it mean to be Hindu in Britain today? 1. I can relate ways a Hindu may show their faith. 2. I can explain how Hindus show their faith within their families. 3. I can describe why a shrine is important to Hindus. 4. I can explain how Hindus show their faith when in the community 5. I know the terms dharma, Sanatan	L2.10 How do festivals and family life show what matters to Jewish people? 1. I can make links between Exodus and Jewish traditions and beliefs. 2. I can explain how Jews celebrate Rosh Hashanah. 3. I can explain how and when Jews repent (Yom Kippur). 4. I can explain how Jews celebrate Passover	L2.12 How and why do people try to make the world a better place? Christians, Muslims, non-religious 1. I can identify ways the world is not always a good place. 2. I can make links between religious beliefs and making a better world. 3. I can describe Jewish beliefs and actions and identify the meaning of tikkun olam

	make at a wedding ceremony. 5. I know about different promises that people make. 6. I can say how most Christians trust in God.	to spread love in the community. 5. I can recall some of the Christian World organisations that help people. 6. I can make links between love in the Bible and the way people/organizations help others.	5. I can describe how Christians show their beliefs about the Holy Spirit in worship. 6. I can make links between ideas about the kingdom of God in the Bible and what people believe about following God today.	Dharma and Hinduism and say what they mean. 6. I can discuss what it is like for a Hindu in Britain today.	and the importance of freedom. 5. I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. 6. I can discuss the importance of reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world.	4. I can research an inspirational Christian. 5. I can explain how Muslims make the world a better place. 6. I can express opinions about the best ways to make the world a better place.
Composite	I know what it is like for someone to follow God.	I know what kind of world Jesus wanted.	I know what the impact of Pentecost was for Christians.	I know what it means to be Hindu in Britain today.	I know how festivals and family life show what matters to Jewish people.	I know how and why different people try to make the world a better place.
Vocabulary	Abraham, Bible, chapters, covenant, New Testament, Noah, Old Testament, pact, promise, rainbow, verses, forgive	Bible, charity, disciples, forgiveness, good news, Good Samaritan, Gospel, Jesus, leper, love, Mark, Matthew	Apostles, atheist, Christians, disciples, Heaven, Holy Spirit, kingdom, Lord's Prayer, New, Trinity, Testament, Pentecost, resurrection,	Bhagavid Gita, bhajans, dharma, Diwali, eternal way, Hinduism, Holi, Lakshmi, mandir, murtis, puja, Sanatan, Dharma	Deliverance, Exodus, forgiveness, gratitude, Passover, reflection, repentance, Rosh Hashanah, salvation, Siddur, Talmud, Yom Kippur	Charity, empathy, environment, evil, generosity, global, harmonious, honesty, justice, kindness, Tikkun Olam, Tzedek
Class 5 Sequencing	U2.1 What does it mean if Christians believe God is holy and loving? 1. I can understand the key qualities of God. 2. I can identify the difference between "holy" and "loving". 3. I understand how Christians share beliefs through music. 4. I can see how cathedrals are designed	U2.3 Why do Christians believe Jesus was the Messiah? 1. I can recall, in order, events in the big story. 2. I can explain the place of incarnation and Messiah within the Big Story of the Bible. 3. I can understand the Christian elements of the celebration of Christmas.	U2.7 Why do Hindus want to be good? 1. I can identify and explain Hindu beliefs. 2. I can give meanings for the story of the man in the well and explain how it relates to Hindu beliefs. 3. I can explain dharma, karma, samara and moksha. 4. I can identify and explain dharma	U2.5 What do Christians believe Jesus did to 'save' people? 1. I can say how Incarnation and Salvation fit within it the Big Story. 2. I can suggest meanings for narratives of Jesus' death/ resurrection. 3. I can explain what Christians mean	U2.9 Why is the Torah so important to Jewish people? 1. I can consider the importance of what promises are and what they mean to us. 2. I understand that the Torah has the 10 commandments, which are rules for Jews to follow. 3. I understand how Jews show respect to	U2.11 Why do some people believe in God and some people not? Christians, non-religious 1. I can explain the terms 'theist', 'atheist' and 'agnostic'. 2. I can identify and explain what religious and non-religious people believe about

	<p>showing Christian beliefs about God.</p> <p>5. i understand how God is represented through symbols and signs.</p> <p>6. I can explain why Christians expect their God to be both holy and loving.</p> <p>7. I know that many people demonstrate holy and loving qualities in the things they do.</p>	<p>4. I can discuss the ways in which the Holy Spirit helps Christians.</p> <p>5. I know how many Christians put beliefs about Jesus' incarnation into practice.</p> <p>6. I can analyse the example that Jesus sets for Christians and how they should live.</p> <p>7. I can see that it makes a difference to those people who believe in Jesus as the Messiah.</p>	<p>accurately using technical terms.</p> <p>5. I can make links between dharma, karma, samara and moksha and the way Hindus live.</p> <p>6. I can discuss the impact that karma might have on all individuals around the world.</p>	<p>when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>4. I can suggest meanings for narratives of Jesus.</p> <p>5. I can make clear connections between the Christian belief in Jesus' death as a sacrifice.</p> <p>6. I can weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>the Torah and why they do this.</p> <p>4. I can make clear connections between Jewish commandments and how Jews live.</p> <p>5. I understand some of the features of Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance.</p> <p>6. I can discuss the value of tradition, ritual, community and worship for Jews and for other people.</p>	<p>God, saying where they get their ideas from.</p> <p>3. I can consider how facts, beliefs and opinions come about and how they are interpreted.</p> <p>4. Understand why the natural world is seen by many Christians as evidence for belief in God.</p> <p>5. I can give examples to show how believing in God can affect people's lives differently.</p> <p>6. I can answer, "Is God real?", giving evidence to back up my idea.</p>
Composite	I know what it means if Christians believe God is holy and loving.	I know why Christians believe Jesus was the Messiah.	I know why Hindus want to be good.	I know what Christians believe Jesus did to 'save' people.	I know why the Torah is important to Jewish people.	I understand why some people believe in God and some people do not.
Vocabulary	Cathedral, Divine being, eternal, forgiveness, Holy and loving, humanist, justice, omnipotent, mercy, omnipresent, omniscient, Psalm	Christianity, Christmas, good news, incarnation, Jewish, Messiah, People of God, prophet, Saviour, sin, The Fall, Trinity	Ashramas, atman, Brahman, dharma, karma, Hindu, Mahabharata, rebirth Moksha, Samsara, punusharthas, reincarnation,	Big Story , communion, Fall, crucifixion, Holy Week, Incarnation, martyr, Messiah, resurrection, sin, sacrifice, salvation,	Almighty, community, King of kings, Kosher Laws, Orthodox, Progressive, ritual, Sefer Torah, synagogue, Torah, tradition, worship	Agnostic, atheist , conform, fear, immoral, moral, indoctrination, non-religious, peer pressure, religious, science, theist
Class 6 Sequencing	<p>U2.2 Creation and science: conflicting or complementary?</p> <p>1. I can recognise the progression through the Christian Creation story.</p> <p>2. I can describe a scientific account of Earth.</p>	<p>U2.4 How do Christians decide how to live? 'What would Jesus do?'</p> <p>1. I can recall Jesus's greatest commandments as set out in Matthew.</p>	<p>U2.6 For Christians, what kind of king is Jesus?</p> <p>1. I can recall beliefs about the specialness of Jesus.</p> <p>2. I can explain what Christians believe the Kingdom of God is.</p>	<p>U2.8 What does it mean to be a Muslim in Britain today?</p> <p>1. I can name the Five Pillars of Islam.</p> <p>2. I can describe ways in which Muslim</p>	<p>U2.10 What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studied</p>	<p>U2.12 How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non-religious</p>

	<p>3. I can ask a range of scientific and philosophical questions.</p> <p>4. I can recognise and explore different beliefs.</p> <p>5. I can describe my feelings about the world around me.</p> <p>6. I can summarise my learning to show my findings.</p>	<p>2. I can retell accounts of Jesus taken from the Gospels.</p> <p>3. I can identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>4. I can explore ways in which Christians try to use Jesus' words as their 'foundations for living':</p> <p>5. I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>6. I can give views about World organisations that endeavour to bring about peace, justice and medicine.</p>	<p>3. I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>4. I can make connections between the Kingdom of God and how Christians may put their beliefs into practice.</p> <p>5. I can show how Christians put their beliefs into practice in different ways.</p> <p>6. I can relate how the 'Kingdom of God' model could benefit others.</p>	<p>sources of authority guide Muslim living.</p> <p>3. I can explain what Muslims believe about God and the Holy Qur'an.</p> <p>4. I can make clear connections between Muslim beliefs and ibadah.</p> <p>5. I can give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>6. I can explain the benefits of following Muslim's beliefs, whether Muslim or not.</p>	<p>1. I can identify and explain beliefs about why people are good and bad.</p> <p>2. I can compare Humanist and Christian beliefs about good and bad.</p> <p>3. I can consider why having a moral code might be a good or a bad thing.</p> <p>4. I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>5. I can compare codes for living.</p> <p>6. I can reason why it is important for people to be good.</p>	<p>1. I can describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</p> <p>2. I can identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities/ differences.</p> <p>3. I can make clear connections between what people believe about God and how they respond to challenges in life.</p> <p>4. I can give examples of how people's beliefs can make a difference to how one lives.</p> <p>5. I can Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p> <p>6. I can explain how faith helps people when life gets hard.</p>
Composite	I can discuss whether creation and science is conflicting or complementary.	I know what affects Christians on how they decide how to live.	I know what Christians believe regarding the kind of king Jesus is.	I understand what it means to be a Muslim in Britain today.	I know what matters most to Humanists, Christians.	I know how faith helps people when life gets hard.
Vocabulary	Bible,complementary, conflicting, creation Christian, evolution, faith, Genesis, Old Testament, science	Centurion, commandments, Desmond Tutu, good news, metaphor, miracle, mount, prayer, prophet, sermon, simile, Roman Catholic	charity , Christian, devotion, forgiveness, heaven, kingship, Kingdom of God, love, parables, serve others, Son of God, temptation	charity , creed, fasting, hajj, ibadah, Iman, mosque, Muhammad, Muslin, pilgrimage, Qur'an, Tawhid	Atheism, bad behaviour, Christian, code for living, values good behaviour, good mannered, Humanist, kindness, moral, non-religious, sinful,	afterlifedeath, heaven, judgement, karma, liturgy, meditation, peacefulness, prayer, reincarnation, resurrection, suffering