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

Components

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

Lindow the word Festival (Christmas) Estival (Christmas)		wonders of the natural	traditional Christian			5. I can talk about their	stories they have
Composite Comp							•
Composite Comp		world.					nearu.
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Bible, Christian, creator, God, harvest, Moon, nature, Sun, world. Bethlehem, Christmas, crib, God, incarnation, Jesus, Joseph, Mary, Nativity Nativ		'God' is important to	-	special and belong in	special for Christians.	places are special.	stories are specia
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God, harvest, Moon, nature, Sun, world. Place of the control of t	Vocabulary	Bible, Christian, creator,	Bethlehem, Christmas,	Baptism, Christian,	Bible, celebrations,	Altar, candle, church,	Bible, Chanukah,
Anture, Sun, world. Jesus, Joseph, Mary, Nativity Salvativity 1.1 What do Christians believe God is like? 1.1 know what a parable is and can retell one, using the Lost Son (Luke 15:1–2, 11–32). 2.1 can identify what Christians believe God is like using the stories of the Lost Sheep and Lost Coin in Luke 15. 3.1 can re-enact the parables and to know that Gristians use these parables to show that God is loving and forgiving. 4.1 am able to give an example of how Christians put their beliefs into practice in worship – forgiving others and letting go of sile special state of the standard of the world and why and the world and why does it matter? 1.1 know that Christians and the world and why does it matter? 1.1 know the vents that Christians? 1.1 know the christmas doin the world and why does it matter? 1.1 can identify a story that says something about each person being unique and valuable. 2.1 can identify a story that says something about each person being unique and valuable. 3.1 can re-enact the parables and to know that God is loving and forgiving. 4.1 am able to give an example of how Christmas story is celebrated. 5.1 can investigate how the Christmas story is celebrated. 6.1 understand that Jesus (The Gos Hos should we was a celebrate the birth of baby Jesus (the embodiment of God the Son in human flesh as Jesus Christ.) 2.1 can identify what Christmas trail that comes from Luke in the Gospels. 3.1 can re-enact the parables and to know that God is loving and forgiving. 4.1 am able to give an example of how Christmas story is celebrated. 6.1 understand that All mow that is very limportant to Christians? 1.1 know the vents that Christians? 1.1 know thevelts that Christians? 1.1 know the vents that Christians? 1.1 know th	•	God, harvest, Moon,	crib, God, incarnation,	dedication, Hindu,	cross, Easter, Jesus,	cross, font, mosque,	Ganesha, holy book,
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are affected when say 'thank you'. about whether believe in		_					
forgiveness is not given.			Say thank you.	about whether believe iii			

Composite	6. I know how Christians might show God's love and forgiveness towards others. I know what Christians believe God is like.	I know Why Christmas matters to Christians.	God affects the way people care for the world. 6. I can give reasons why everyone should care for the natural world. I know we should care for others and the world and explain why	I know why Easter matters to Christians.	6. I know about Muslim beliefs and their ways of living. 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	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	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	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	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-	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

	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	L2.2 What is it like	L2.4 What kind of	L2.6 For Christians,	L2.8 What does it	L2.10 How do	L2.12 How and why
Sequencing	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	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	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.	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	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	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	I know what kind of	I know what the	I know what it	I know how festivals	I know how and why
	for someone to	world Jesus wanted.	impact of Pentecost	means to be Hindu in	and family life show	different people try
	follow God.		was for Christians.	Britain today.	what matters to	to make the world a
.,	AL L DIL	B''. 1 ''	A .I .I	DI	Jewish people.	better place.
Vocabulary	Abraham, Bible,	Bible, charity,	Apostles, atheist,	Bhagavid Gita,	Deliverance, Exodus,	Charity, empathy,
	chapters, covenant,	disciples, forgiveness,	Christians, disciples,	bhajans, dharma,	forgiveness, gratitude	environment, evil,
	New Testament,	good news, Good	Heaven, Holy Spirit,	Diwali, eternal way,	Passover, reflection,	generosity, global,
	Noah, Old Testament,	Samaritan, Gospel,	kingdom, Lord's	Hinduism, Holi,	repentance, Rosh	harmonious,
	pact, promise,	Jesus, leper, love,	Prayer, New, Trinity,	Lakshmi, mandir,	Hashanah, salvation,	honesty, justice,
	rainbow, verses,	Mark, Matthew	Testament,	murtis, puja, Sanatan,	Siddur, Talmud, Yom	kindness, Tikkun
	forgive		Pentecost,resurrection,	Dharma	Kippur	Olam, Tzedek
Class 5	U2.1 What does it	U2.3 Why do	U2.7 Why do Hindus	U2.5 What do	U2.9 Why is the	U2.11 Why do some
	mean if Christians	Christians believe	want to be good?	Christians believe	Torah so important	people believe in
Sequencing	believe God is holy	Jesus was the	1. I can identify and	Jesus did to 'save'	to Jewish people?	God and some
Sequencing	and loving?	Messiah?	explain Hindu beliefs.	people?	1. I can consider the	people not?
	1. I can understand the	1. I can recall, in order,	2. I can give meanings	1. I can say how	importance of what	Christians, non-
	key qualities of God.	events in the big story.	for the story of the	Incarnation and	promises are and what	religious
	2. I can identify the	2. I can explain the	man in the well and	Salvation fit within it	they mean to us. 2. I understand that the	1. I can explain the
	difference between	place of incarnation and	explain how it relates	the Big Story.	Torah has the 10	terms 'theist', 'atheist'
	"holy" and "loving".	Messiah within the Big	to Hindu beliefs.	2. I can suggest	commandments, which	and 'agnostic'.
	3. I understand how	Story of the Bible. 3. I can understand the	3. I can explain dharma,	meanings for	are rules for Jews to	2. I can identify and
	Christians share beliefs	Christian elements of	karma, samara and	narratives of Jesus'	follow.	explain what religious and non-religious
	through music.	the celebration of	moksha.	death/ resurrection.	3. I understand how	people believe about
	4. I can see how	Christmas.	4. I can identify and	3. I can explain what	Jews show respect to	people believe about
	cathedrals are designed	- 100	explain dharma	Christians mean		

	showing Christian beliefs about God. 5. i understand how God is represented through symbols and signs. 6. I can explain why Christians expect their God to be both holy and loving. 7. I know that many people demonstrate holy and loving qualities in the things they do.	4. I can discuss the ways in which the Holy Spirit helps Christians. 5. I know how many Christians put beliefs about Jesus' incarnation into practice. 6. I can analyse the example that Jesus sets for Christians and how they should live. 7. I can see that it makes a difference to those people who believe in Jesus as the Messiah.	accurately using technical terms. 5. I can make links between dharma, karma, samara and moksha and the way Hindus live. 6. I can discuss the impact that karma might have on all individuals around the world.	when they say that Jesus' death was a sacrifice, using theological terms. 4. I can suggest meanings for narratives of Jesus. 5. I can make clear connections between the Christian belief in Jesus' death as a sacrifice. 6. I can weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	the Torah and why they do this. 4. I can make clear connections between Jewish commandments and how Jews live. 5. I understand some of the features of Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance. 6. I can discuss the value of tradition, ritual, community and worship for Jews and for other people.	God, saying where they get their ideas from. 3. I can consider how facts, beliefs and opinions come about and how they are interpreted. 4. Understand why the natural world is seen by many Christians as evidence for belief in God. 5. I can give examples to show how believing in God can affect people's lives differently. 6. I can answer, "Is God real?", giving evidence to back up my idea.
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	U2.2 Creation and science: conflicting or complementary? 1. I can recognise the progression through the Christian Creation story. 2. I can describe a scientific account of Earth.	U2.4 How do Christians decide how to live? 'What would Jesus do?' 1. I can recall Jesus's greatest commandments as set out in Matthew.	U2.6 For Christians, what kind of king is Jesus? 1. I can recall beliefs about the specialness of Jesus. 2. I can explain what Christians believe the Kingdom of God is.	U2.8 What does it mean to be a Muslim in Britain today? 1. I can name the Five Pillars of Islam. 2. I can describe ways in which Muslim	U2.10 What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studied	U2.12 How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non- religious

	3. I can ask a range of scientific and philosophical questions. 4. I can recognise and explore different beliefs. 5. I can describe my feelings about the world around me. 6. I can summarise my learning to show my findings.	2. I can retell accounts of Jesus taken from the Gospels. 3. I can identify features of Gospel texts (for example, teachings, parable, narrative). 4. I can explore ways in which Christians try to use Jesus' words as their 'foundations for living': 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. 6. I can give views about World organisations that endeavour to bring about peace, justice and medicine.	3. I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. 4. I can make connections between the Kingdom of God and how Christians may put their beliefs into practice. 5. I can show how Christians put their beliefs into practice in different ways. 6. I can relate how the 'Kingdom of God' model could benefit others.	sources of authority guide Muslim living. 3. I can explain what Muslims believe about God and the Holy Qur'an. 4. I can make clear connections between Muslim beliefs and ibadah. 5. I can give evidence and examples to show how Muslims put their beliefs into practice in different ways. 6. I can explain the benefits of following Muslim's beliefs, whether Muslim or not.	1. I can identify and explain beliefs about why people are good and bad. 2. I can compare Humanist and Christian beliefs about good and bad. 3. I can consider why having a moral code might be a good or a bad thing. 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. 5. I can compare codes for living. 6. I can reason why it is important for people to be good.	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. 2. I can identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities/differences. 3. I can make clear connections between what people believe about God and how they respond to challenges in life. 4. I can give examples of how people's beliefs can make a difference to how one lives. 5. I can Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. 6. I can explain how faith helps people when life gets hard.
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