

North Petherwin and Werrington Knowledge and Skills Organiser

Religious Education



Purpose of Study

We follow the 2020 Cornwall Agreed Syllabus which has been created for Cornwall SACRE and approved by Cornwall Council. It provides a syllabus for RE which explains the value and purposes of RE for all pupils and specifies for teachers what shall be taught in each age group. It provides a coherent framework for setting high standards of learning in RE and enabling pupils to reach their potential in the subject.

The Cornwall Agreed Syllabus 2020 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society. The following purpose statements underpin the syllabus, which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

We use the 'Understanding Christianity' resource from RE Today to ensure we are meeting the requirements of the agreed syllabus with regard to the teaching of Christianity. As a Cornish school, we have incorporated the statutory units from the Curriculum Kernewek.

Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

AnDaras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving Creativity, Resilience and Determination

Diversity

All children will learn about different cultures, religions and how people of different races live in modern society

Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

	Surface Learning Strategies	Deep Learning Strategies	Transfer Learning Strategies
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Visible Learning	<p><i>Do I know what I need to do to complete my task?</i></p> <p><i>Can I plan and organise my learning before I start?</i></p> <p><i>Where am I with my learning?</i></p> <p><i>How well have I achieved my success criteria?</i></p> <p><i>What is my next step?</i></p> <p><i>I can seek feedback from others to help me in my next steps.</i></p>	<p><i>Can I explain my learning to someone else?</i></p> <p><i>I know and can explain what strategies I have used in my learning.</i></p> <p><i>I can make links between new content and ideas and learning I already know.</i></p> <p><i>I can share my ideas and questions to deepen my understanding.</i></p> <p><i>I know how I did at the end of my learning.</i></p> <p><i>I can explain how things link together.</i></p>	<p><i>Can I organise my knowledge to support new learning?</i></p> <p><i>I can look for and recognise similarities and differences in my tasks.</i></p> <p><i>When have I applied my learning to another area?</i></p> <p><i>I know where I am heading in my learning.</i></p> <p><i>I understand what I am learning, where I am going and how to get there.</i></p> <p><i>I know what success looks like.</i></p>
EYFS	<p>Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. RE can provide many opportunities for pupils, through planned, purposeful play and through a mix of adult-led and child-initiated activity.</p> <p>EYFS Areas of Learning codes</p> <p>PSED- Making Relationships PSED(MR)</p> <p>PSED- Self-Confidence and Self-Awareness PSED(SC&SA)</p> <p>PSED- Managing Feelings and Behaviour PSED(MF&B)</p> <p>CAL- Listening and Attention CAL(L&A)</p> <p>CAL- Understanding CAL(U)</p> <p>CAL- Speaking CAL(S)</p> <p>PD- Moving and Handling PD(M&H)</p> <p>PD- Health and Self-Care PD(H&SC)</p> <p>L-Reading L(R)</p> <p>L-Writing L(W)</p> <p>M-Numbers M(N)</p> <p>M-Shape, Space and Measure</p> <p>M(SSM) UW- People and Communities UW(P&C)</p> <p>UW- The World UW(TW)</p> <p>UW- Technology UW(T)</p>		

	EAD- Exploring and Using Media and Materials EAD(EUMM) EAD- Being Imaginative EAD(BI)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit F4: Being Special: where do we belong?	Unit F2: Why is Christmas special for Christians?	Unit F1: Why is the word God special to Christians?	Unit F3: Why is Easter special to Christians?	Unit F5: Which places are special and why?	Unit F6: Which stories are special and why?
<p>Knowledge</p> <p>Making Sense Understanding Impact Making Connections</p>	<ul style="list-style-type: none"> Retell religious stories making connections with personal experiences CAL(S) Recall simply what happens at a traditional Christian infant baptism and dedication UW(P&C) Recall simply what happens when a baby is welcomed into a religion other than Christianity. UW(P&C) 	<ul style="list-style-type: none"> Recall simply what happens at a traditional Christian festival (Christmas) UW(P&C) Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus CAL (S) Retell religious stories 	<ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God, human beings CAL (U) Say how and when Christians like to thank their Creator UW(P&C) 	<ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter UW(P&C) Say why Easter is a special time for Christians UW(P&C) Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc UW(P&C) Talk about some ways Christians remember these stories at Easter UW (P&C) 	<ul style="list-style-type: none"> Recognise that some religious people have places which have special meaning for them UW(P&C) Talk about the things that are special and valued in a place of worship UW(P&C) Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God CAL(U) 	<ul style="list-style-type: none"> Talk about some religious stories CAL(U) Recognise some religious words, e.g. about God CAL(S) Identify a sacred text e.g. Bible, Torah UW(TW)
Skills	<p>Re-tell religious stories making connections with personal experiences CAL (S)</p> <p>Share and record occasions when things have happened in their</p>	<ul style="list-style-type: none"> Talk about people who are special to them UW (P&C) Say what makes their family and friends special to them UW (P&C) Retell religious stories, making connections with 	<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 PSED(SC&SC) Retell stories, talking about what they say 	<ul style="list-style-type: none"> Talk about ideas of new life in nature UW(TW) Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., 	<ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why CAL(S) Get to know and use appropriate 	<ul style="list-style-type: none"> Identify some of their own feelings in the stories they hear PSED(SC&SA) Talk about some of the things these stories teach believers (for example, what Jesus

	lives that made them feel special UW(P&C)	personal experiences. CAL (S)	about the world, God, human beings CAL(U) • Think about the wonders of the natural world, expressing ideas and feelings CAL(S) • Talk about what people do to mess up the world and what they do to look after it. UW(TW)	UW(P&C) and make connections with signs of new life in nature UW(TW)	words to talk about their thoughts and feelings when visiting a church CAL(S) • Express a personal response to the natural world. CAL(S) UW(TW)	teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. PSED(MF&B)
Metacognition	Planning		Monitoring		Evaluation	
	<i>What resources do I need to carry out my task? Can I describe what I am going to do? How can I link my learning with my own experiences to help me?</i>		<i>Am I doing well?</i>		<i>How did I do? Am I able to re-tell stories and link them to other areas of learning?</i>	
Year A 1,2,3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & Summer 2	
	Unit 1.2 Who do Christians say made the world?	Unit 1.3 Why does Christmas matter to Christians?	Unit L2.7 What do Hindus believe God is like?	Unit 1.5 Why does Easter matter to Christians?	Unit 1.7 Who is Jewish and how do they live?	
Knowledge Making Sense Understanding Impact Making Connections	• Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the	Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why	Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories	• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible	• 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,	

	<p>beginning of the 'big story' of the Bible</p> <ul style="list-style-type: none"> • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say 'thank you' to God for Creation 	<p>Jesus is important for Christians</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>(e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <ul style="list-style-type: none"> • Offer informed suggestions about what Hindu murtis express about God • Identify some different ways in which Hindus worship 	<ul style="list-style-type: none"> • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<p>Chanukah) remind Jews about what God is like</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
Skills	<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>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <ul style="list-style-type: none"> • Decide what they personally have to be thankful for, giving a reason for their ideas 	<ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) <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> <ul style="list-style-type: none"> • Make links between the Hindu idea of everyone having a 'spark' of God in them 	<p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>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</p>	<ul style="list-style-type: none"> • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • Make links between Jewish ideas of God found in the stories and how people live • 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.

			and ideas about the value of people in the world today, giving good reasons for their ideas.	different ideas and giving a good reason for their ideas.		
Year B 1,2,3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit 1.1 What do Christians believe God is like	Unit L2.2 What is it like for someone to follow God?	Unit 1.4 What is the 'good news' Christians believe Jesus brings?	Unit L2.4 What kind of world did Jesus want?	Unit 1.6 Who is a Muslim and how do they live?	Unit 1.8 (Curriculum Kernewek What makes some places sacred to believers?
<p>Knowledge</p> <p>Making Sense Understanding Impact Making Connections</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 <p>Give clear, simple accounts of what the story means to Christians</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by</p>	<p>Make clear links between the story of Noah and the idea of covenant</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>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</p> <ul style="list-style-type: none"> 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>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and</p>	<ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways 	<ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet 	<p>Recognise that there are special people and places in Cornwall that are sacred to believers</p> <ul style="list-style-type: none"> 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 do people do there. <p>Re-tell a story about a Cornish Saint</p>

	<p>saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <ul style="list-style-type: none"> • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 		<p>peace, and bringing good news to the friendless</p> <ul style="list-style-type: none"> • 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>show what Muslims believe about Muhammad</p> <ul style="list-style-type: none"> • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas 	<ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, which show what people believe • Talk about what makes some places special to people in Cornwall
Skills	<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 • Identify what a parable is 	<ul style="list-style-type: none"> • Make links between the story of Noah and how we live in school and the wider world. 	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</p> <p>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>	<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> <ul style="list-style-type: none"> • Suggest ideas and then find out about what Jesus' actions towards 	<ul style="list-style-type: none"> • Give examples of how Muslims use the Shahadah 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) 	<p>Re-tell a story about a Cornish Saint and connect this story to the local history</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a sacred place saying what they think about these questions, giving

	<ul style="list-style-type: none"> • 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 <p>Give clear, simple accounts of what the story means to Christians</p> <p>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)</p> <ul style="list-style-type: none"> • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 			<p>outcasts mean for a Christian</p> <ul style="list-style-type: none"> • 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>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <ul style="list-style-type: none"> • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas 	<p>good reasons for their ideas</p> <p>Talk about what makes some places special to people in Cornwall and what the difference is between religious and non-religious special places.</p>
Metacognition	Planning <i>What resources do I need to carry out my task?</i> <i>Where do I start and what strategies will I use?</i> <i>What type of resources will I need to complete my learning?</i>	Monitoring <i>Am I doing well?</i> <i>Do I need any different techniques to improve my learning/task?</i>			Evaluation <i>Am I able to re-tell stories and link them to other areas of learning?</i> <i>How did I do in my task?</i> <i>Did I use the right strategy?</i>	

	<p><i>Have I got everything I need to complete my task?</i> <i>How can I break down the task into smaller steps to make my learning more manageable?</i></p>		<p><i>Do I need any different techniques to improve my understanding of the process?</i> <i>Am I finding this challenging?</i> <i>Do I need to re-read information to make it clearer?</i> <i>Do I need to change my strategy?</i></p>		<p><i>How did the feedback I received help me?</i> <i>For future tasks, would I use another strategy?</i></p>	
Year A 4,5,6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit U2.4 How do Christians decide how to live?	Unit L2.11 (Curriculum Kernewek) How and why do British/Cornish people mark the significant events of their life?	Unit L2.5 Why do Christians call the day Jesus died Good Friday?	Unit 2b.5 'What would Jesus do?'	Unit U2.9 Why is the Torah so important to Jewish people?	Unit U2.7 Why do Hindus want to be good?
<p>Knowledge</p> <p>Making Sense Understanding Impact Making Connections</p>	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) 	<p>Identify festivals that are unique to Britain/Cornwall and explain how they started</p> <ul style="list-style-type: none"> Describe special times in The Cornish year/British Calendar <p>Identify some differences in how people celebrate community life e.g. different practices in local festivals and traditions</p>	<ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Give examples of what Christians say about the importance of the events of Holy Week <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p>	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) 	<p>Identify and explain Jewish beliefs about God</p> <ul style="list-style-type: none"> Give examples of some texts that say what God is like and explain how Jewish people interpret them 	<ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.

Skills	<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> <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 • 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. 	<p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <ul style="list-style-type: none"> • Make simple links between beliefs and the importance of these special events to the people of Cornwall • Raise questions and suggest answers about why it is important for everyone to feel part of a community • Make links behind festivals that mark different times of the year in Cornwall and Britain. • Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<ul style="list-style-type: none"> • Offer informed suggestions about what the events of Holy Week mean to Christians • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<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> <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 • 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 	<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) • Make connections between Jewish beliefs studied and explain 	<ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising
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				own responses to the issues studied, recognising different points of view.	how and why they are important to Jewish people today <ul style="list-style-type: none"> 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. 	different points of view
Year B 4,5,6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit L2.1 What do Christians learn from the Creation story?	Unit U2.2 Creation and Science: conflicting or complimentary?	Unit L2.3 What is the Trinity and why is it important for Christians?	Unit L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	Unit L2.8 What does it mean to be a Hindu in Britain today?	Unit U2.8 What does it mean to be a Muslim in Britain today?
Knowledge Making Sense Understanding Impact	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' 	<ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose 	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains 	<ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 	<ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and 	<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g.

Making Connections	<ul style="list-style-type: none"> Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world 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) 	<ul style="list-style-type: none"> Show understanding of why many Christians find science and faith go together 	<ul style="list-style-type: none"> Offer suggestions about what texts about baptism and Trinity mean 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 	<ul style="list-style-type: none"> 'kingdom of God' on Earth Give examples of what Pentecost means to some Christians now Describe how Christians show their beliefs about the Holy Spirit in worship 	<ul style="list-style-type: none"> say what they mean Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) 	<ul style="list-style-type: none"> Tawhid; 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; Hajj practices follow example of the Prophet) Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways
Skills	<ul style="list-style-type: none"> Make clear links between Genesis 1 and what Christians believe about God and Creation Ask questions and suggest answers about what might be 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Give examples of what these texts mean to some Christians today Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of 	<ul style="list-style-type: none"> Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Make simple links between the description of 	<ul style="list-style-type: none"> Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) 	<ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today

	important in the Creation story for Christians and for non-Christians living today	<ul style="list-style-type: none"> • Make clear connections between Genesis 1 and Christian belief about God as Creator • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. 	their own about what Christians believe God is like.	Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Metacognition	Planning <i>What resources do I need to carry out my task?</i> <i>Where do I start and what strategies will I use?</i> <i>What type of resources and materials will I need to complete my learning?</i> <i>How can I break down the task into smaller steps?</i>		Monitoring <i>Am I finding this challenging?</i> <i>Is there anything I need to stop and change to improve the understanding of my learning?</i> <i>Do I need to re-read information to make it clearer?</i> <i>Do I need to change my strategies?</i>		Evaluation <i>Did I use the right strategy?</i> <i>How did the feedback I received help me?</i> <i>For future tasks, would I use another strategy?</i> <i>Did I pace myself appropriately to get the task done?</i>	