

## Cornwall Agreed Syllabus for RE 2020 – 2025

Within the syllabus, the teaching and learning focuses on the following three core elements:

**Making Sense of Beliefs:** Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

**Understanding the impact:** Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

**Making connections:** Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

### EYFS

<b>Reception</b>	<b>Cornwall 2020 Syllabus</b>		<b>Syllabus page number</b>	<b>Progression &amp; Curriculum Links</b>
Term	Unit number	Unit title and overview		
Autumn 1	F4	<b>Being Special: where do we belong?</b> Everyone is unique and special. Christian baptism and its symbols. Explore how Muslim and Hindus celebrate people being special. Texts: Psalm 139 (Christian and Jewish focus)	p32	
Autumn 2	F2	<b>Why is Christmas special for Christians? (Incarnation)</b> Special people. Jesus, Mary and Joseph as special people. Giving gifts. Jesus as a gift to Christians. Texts: The Nativity Story.	p30	
Spring 1	F1	<b>Why is the word 'God' so important to Christians? (God)</b> Our special world – animals and nature. Creation. Being thankful. Harvest. Texts: The Creation story.	p29	
Spring 2	F3	<b>Why is Easter special to Christians? (Salvation)</b> New life & new beginnings. Symbols, including the cross.	p31	

		Texts: Palm Sunday; children’s version of the Easter Story.		
Summer 1	F5	<b>Which places are special and why?</b> Our own special places – where do we feel happy and safe? Explore special places for Christians, Jews, Muslims and Hindus.	p33	
Summer 2	F6	<b>Which stories are special and why?</b> Our own special books. Explore special books / stories for Christians, Jews, Muslims and Hindus.	p34	

## Key Stage 1

Year 1	Cornwall 2020 Syllabus		Syllabus page number	Progression & Curriculum Links
Term	Unit number	Unit title and overview		
Autumn 1	1.2	<b>Who do Christians say made the world?</b> (Creation) Nature and creation / creators. Harvest. Being thankful and grateful. Texts: Genesis 1 – The Creation Story (Christians and Jews)	p44	Builds on EYFS Unit F1 <i>Why is the word ‘God’ so important to Christians?</i>
Autumn 2	1.3	<b>Why does Christmas matter to Christians?</b> (Incarnation) Focus on Luke’s view of the Christmas Story. Jesus’s birth as ‘good news’. Signs and symbols of celebration including advent. Being thankful. Texts: Luke, chapters 1 & 2 (Nativity)	p45	Builds on EYFS Unit F2 <i>Why is Christmas special for Christians?</i>  Builds on Y1 Unit 1.2 <i>Who do Christians say made the world?</i>
Spring 1	1.1	<b>What do Christians believe God is like?</b> (God) The Bible and its stories help to find out what God is like. Christians believe God is loving and forgiving.	p43	Builds on EYFS Unit F1 <i>Why is the word ‘God’ so important to Christians?</i>

		Texts: The Parable of the Lost Son. The Lost Sheep		
Spring 2	1.7	<b>Who is Jewish and how do they live?</b> (God/Torah/People) What is special / important to us? What is special / important to Jews? Jewish beliefs, traditions and festivals. Texts: The call of Samuel David and Goliath Celebration, remembrance and reflection.	p49	Builds on EYFS Unit F4 <i>Being special: Where do we belong?</i> ; EYFS Unit F5 <i>Which places are special and why?</i> ; EYFS Unit 6 <i>Which stories are special and why?</i>
Summer 1				
Summer 2	1.9	<b>How should we care for others and for the world, and why does it matter?</b> Everyone is unique and important – how this is shown in different religious and non-religious ideas. Friendship and responsibilities. People who care for others. Looking after the world.	p51	Link with other units taught this year.
<b>Year 2</b>	<b>Cornwall 2020 Syllabus</b>		<b>Syllabus page number</b>	<b>Progression &amp; Curriculum Links</b>
Term	Unit number	Unit title and overview		
Autumn 1	1.6	<b>Who is a Muslim and how do they live?</b> (God/Tawhid/ibadah/iman) Muslim beliefs – Allah and Shahadah The Prophet Muhammad (PBUH) as God’s messenger – cared for all things. The Five Pillars of Islam Muslim way of life as a good example to everyone. Texts: The Tiny Ant The Night of Power	p48	Builds on EYFS Unit F4 <i>Being special: Where do we belong?</i> ; EYFS Unit F5 <i>Which places are special and why?</i> ; EYFS Unit 6 <i>Which stories are special and why?</i>
Autumn 2				
Spring 1	1.4	<b>What is the ‘good news’ Christians believe Jesus brings?</b> (Gospel) Good news as told in the gospels. Friendship, forgiveness and peace. Texts: Matthew the Tax Collector The Story of Zacchaeus	p46	Links to Y1 Unit 1.1 <i>What do Christians believe God is like? (God)</i>
Spring 2	1.5	<b>Why does Easter matter to Christians?</b> (Salvation) New life. Christian belief in Jesus’s resurrection – salvation.	p47	Builds on EYFS Unit F3 <i>Why is Easter special for Christians?</i>

		How churches celebrate different days of Holy week. Texts: Holy Week (Bible references)		Links to Y2 Unit 1.4 <i>What is the 'good news' Christians believe Jesus brings?</i>
Summer 1	1.8CK	<b>Curriculum Kernewek: What makes some people and places in Cornwall sacred?</b> <a href="http://www.curriculumkernewek.org.uk/ks1/index.php">http://www.curriculumkernewek.org.uk/ks1/index.php</a> (Replaces 'What makes some places sacred to believers?', p50) Investigate Cornish Saints and the places connected to them. What places are holy and sacred? Being respectful. Texts: The story of St Piran.	p159	Builds on EYFS Unit F4 <i>Being special: where do we belong?</i> And EYFS Unit F5 <i>Which places are special and why?;</i>
Summer 2	1.10	<b>What does it mean to belong to a faith community?</b> 'Belonging' to different groups. Symbols of belonging for Christians, Jews and Muslims. Christian infant baptism; welcoming ceremonies for other religions / groups: Muslims, Jews, Humanists. Weddings for religious and non-religious groups. Most people belong to a community. Communities work together, e.g. charity work.	p52	Builds on EYFS Unit F4 <i>Being special: where do we belong?</i>  Links to other units taught this year.

### End of phase outcomes (KS1)

The learning outcomes for each individual unit build towards these end of phase outcomes.

Making sense of beliefs	<ul style="list-style-type: none"> <li>identify core beliefs and concepts studied and give a simple description of what they mean.</li> <li>give examples of how stories show what people believe (e.g. the meaning behind a festival).</li> <li>give clear, simple accounts of what stories and other texts mean to believers.</li> </ul>
Understanding the Impact	<ul style="list-style-type: none"> <li>give examples of how people use stories, texts and teachings to guide their beliefs and actions.</li> <li>give examples of ways in which believers put their beliefs into practice.</li> </ul>
Making Connections	<ul style="list-style-type: none"> <li>think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</li> <li>give a good reason for the views they have and the connections they make.</li> </ul>

## Lower Key Stage 2

Year 3		Cornwall 2020 Syllabus	Syllabus page number	Progression & Curriculum Links
Term	Unit number	Unit title and overview		
Autumn 1	L2.1	<p><b>What do Christians learn from the Creation story?</b> (Creation/Fall)            Nature in our wonderful world.            Jewish and Christian belief in the Creation story – what is God like?            Adam and Eve – ‘the fall’.            Looking after the world.            Texts: Genesis, the Creation Story (Christian &amp; Jewish)</p>	p61	<p>Builds on Y1 Unit 1.1 <i>What do Christians believe God is like?</i>            Unit 1.2 <i>Who do Christians say made the world?</i></p>
Autumn 2	L2.2	<p><b>What is it like for someone to follow God?</b> (People of God)            Using the Bible – old and new testament, chapters.            Rules/agreements/pacts/promises.            Rules for making the world a better place.            Texts: Noah and the Ark.</p>	p62	<p>Links to Y3 L2.1 <i>What do Christians learn from the Creation story?</i></p>
Spring 1	L2.10	<p><b>How do festivals and family life show what matters to Jewish people?</b> (God/Torah/People/the Land)            Jewish festivals: Rosh Hashanah, Yom Kippur, Pesach.            The Ten Commandments.            Prayers and rituals in daily life – being grateful.            The value of family rituals in own lives – compare, make connections, reflect.</p>	p70	<p>Builds on Y1 Unit 1.7 <i>Who is Jewish and how do they live?</i></p>
Spring 2	L2.9	<p><b>How do festivals and worship show what matters to a Muslim?</b> (<i>Ibadah</i>)            Ibadah – worship.            The Five Pillars of Islam.            Salah – prayer. Prayer in the Mosque / at home.            Ramadan and Eid-ul-Fitr            Non-religious reflection – improving the world.</p>	p69	<p>Builds on Y2 Unit 1.6 <i>Who is a Muslim and how do they live?</i></p>
Summer 1	L2.4	<p><b>What kind of world did Jesus want?</b> (Gospel)            Gospels – good news. Gospel of Matthew.            Jesus and his disciples.            What did Jesus do to make the world better?            What do churches do to make the world better?            What can everyone do to make the world better?</p>	p64	<p>Builds on Year 2 Unit 1.4 <i>What is the ‘good news’ Christians believe Jesus brings?</i></p>

		Texts: The Healing of the Leper. The Good Samaritan		
Summer 2	L2.12	<b>How and why do people try to make the world a better place?</b> How believers try to live their lives. Beliefs and ideas in religious and non-religious groups that inspire people to help make the world better, inc. charities. The Golden Rule (Matthew 7:12) – important in religious and non-religious group The values of love, forgiveness, honesty, kindness, generosity and service.	p72	Links to other units taught this year.  Links to topical issues in the news.
<b>Year 4</b>	<b>Cornwall 2020 Syllabus</b>		<b>Syllabus page number</b>	<b>Progression &amp; Curriculum Links</b>
Term	Unit number	Unit title and overview		
Autumn 1	L2.3	<b>What is the 'Trinity' and why is it important to Christians?</b> (Incarnation) Water as the symbol of baptism. Baptism of Jesus. Infant baptism and adult baptism. The Trinity as part of baptism and related symbols. Texts: Matthew 3:13 - 17	p63	Builds on Y2 Unit 1.10 <i>What does it mean to belong to a faith community?</i>
Autumn 2	L2.7	<b>What do Hindus believe that God is like?</b> (Brahman/ <i>atman</i> ) Brahman and Hindu deities – represent different aspects of Brahman. Trimurti. Cycle of life. Hindu beliefs – atman – all living beings are sacred and special. Reflect on how this affects how people treat each other. Texts: Rama and Sita	p67	Link to Y1 Unit 1.1 <i>What do Christians believe God is like?</i>
Spring 1	L2.8	<b>What does it mean to be a Hindu in Britain today?</b> ( <i>Dharma</i> ) Dharma – a whole way of life. What sacred objects do Hindus have at home? Rituals at home, including puja. Traditions within the faith community – at temples. Festivals: Diwali*, Holi, Durga Puja. Compare similarities and differences between other religious and non-religious communities. *Teach Diwali from unit L2.8 during Aut 2 alongside Rama and Sita story (more appropriate time of year).	p68	Builds on Y4 Unit L2.7 <i>What do Hindus believe that God is like?</i>

Spring 2	L2.5	<p><b>Why do Christians call the day that Jesus died ‘Good Friday’?</b> (Salvation)</p> <p>Holy week: focus on Palm Sunday, Good Friday, Easter Sunday.</p> <p>Christian emotions of hope, sadness and joy.</p> <p>Texts: Jesus enters Jerusalem, Matthew 21:7-11.          Jesus’s death, Luke 23, 13-25; 32 – 48.          Resurrection, Luke 24, 1-12.</p>	p65	Builds on Y2 Unit 1.5 <i>Why does Easter matter to Christians? (Salvation)</i>
Summer 1	L2.6	<p><b>For Christians, when Jesus left, what was the impact of Pentecost?</b> (Kingdom of God)</p> <p>Pentecost – the giving of the Holy Spirit.</p> <p>Christian beliefs about the Holy Spirit.</p> <p>The Kingdom of God – living in God’s way.</p> <p>Texts: The story of Pentecost.</p>	p66	<p>Build on Y4 Unit L2.6 <i>Why do Christians call the day that Jesus died ‘Good Friday’?</i></p> <p>Build on Y4 Unit L2.3 <i>What is the ‘Trinity’ and why is it important for Christians?</i></p>
Summer 2	L2.11CK	<p><b>Curriculum Kernewek: How and why do people in Cornwall mark significant events in community life?</b></p> <p><a href="http://www.curriculumkernewek.org.uk/ks2/index.php">http://www.curriculumkernewek.org.uk/ks2/index.php</a></p> <p><i>(Replaces ‘How and why do people mark the significant events of life?’,</i>  <i>p71)</i></p> <p>Significant events and local festivals in Cornwall.</p> <p>Christian Harvest festivals and Methodist tea treats.</p> <p>Importance of belonging and community events.</p>	p160	<p>Builds in Y2 Unit 1.8CK <i>What makes some people and places in Cornwall sacred?</i></p> <p>Builds on Y1 History – significant local events.</p>

### End of phase outcomes (Lower KS2)

The learning outcomes for each individual unit build towards these end of phase outcomes.

Making sense of beliefs	<ul style="list-style-type: none"> <li>• identify and describe the core beliefs and concepts studied.</li> <li>• make clear links between texts/ sources of authority and the core concepts studied.</li> <li>• offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</li> </ul>
Understanding the Impact	<ul style="list-style-type: none"> <li>• make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</li> <li>• describe how people show their beliefs in how they worship and in the way they live.</li> <li>• identify some differences in how people put their beliefs into practice.</li> </ul>
Making Connections	<ul style="list-style-type: none"> <li>• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</li> <li>• raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</li> <li>• give good reasons for the views they have and the connections they make.</li> </ul>

## Upper Key Stage 2

Year 5	Cornwall 2020 Syllabus		Syllabus page number	Progression & Curriculum Links
Term	Unit number	Unit title and overview.		
Autumn 1	U2.9	<p><b>Why is the Torah so important to Jewish people?</b> (God/Torah)</p> <p>Jewish beliefs about God in ‘the Shemah’.</p> <p>The Torah at the heart of Jewish beliefs – stories and laws.</p> <p>Jewish diversity – different synagogues.</p> <p>Jewish rituals and traditions.</p> <p>Texts: The Exodus and Passover.</p>	p83	Builds on Y1 Unit 1.7 <i>Who is Jewish and how do they live?</i> Y3 Unit L2.10 <i>How do festivals and family life show what matters to Jewish people?</i>
Autumn 2	U2.3	<p><b>Why do Christians believe that Jesus is the Messiah?</b> (Incarnation)</p> <p>‘The Big Story’ of the Bible.</p> <p>Explore what a Messiah / Saviour is and qualities needed.</p> <p>Jesus as a Saviour bringing peace – Christmas – healing division between God &amp; the people.</p> <p>Does the world need a saviour? How might non-religious people heal division and bring peace?</p> <p>Texts: Matthew 1:18-24; 2:1-12.</p>	p77	Link to Y4 Unit 2.3 <i>What is the ‘Trinity’ and why is it important for Christians?</i>
Spring 1	U2.1	<p><b>What does it mean if Christians believe God is holy and loving?</b> (God)</p> <p>Idea of a divine being – ideas from different religions.</p> <p>Explore Christian beliefs about God – holy and loving.</p> <p>Non-religious guidelines for living, inc. humanists.</p> <p>Texts: Psalm 103 Isaiah 6:1-5 1 John 4:7 - 13</p>	p75	Link to Y1 Unit 1.1 <i>What do Christians believe God is like?</i> Link to Y3 Unit 2.1 <i>What do Christians learn from the creation story?;</i> Y3 Unit 2.2 <i>What is it like for someone to follow God?</i>
Spring 2	U2.4	<p><b>How do Christians decide how to live: What would Jesus do?</b> (Gospel)</p> <p>Jesus’s teachings about loving God &amp; your neighbour.</p> <p>Using Jesus’s words as a guide ‘foundations for living’.</p> <p>Religious and non-religious groups helping others.</p> <p>Texts: Matthew 7: 24 – 27 The Foolish Builders. Matthew 5 – 7 The Sermon on the Mount Luke 7:1-10 The Centurion’s Servant</p>	p78	Build on Y3 Unit L2.4 <i>What kind of world did Jesus want?</i> Y5 Unit U2.1 <i>What does it mean if Christians believe God is holy and loving?</i>
Summer 1	U2.8	<p><b>What does it mean to be a Muslim in Britain today?</b> <i>(Tawhid/iman/ibadah)</i></p>	p82	Builds on Y2 Unit 1.6 <i>Who is a Muslim and how do they live?</i>



		<p>Different Muslim groups in Britain and the world.  Five Pillars of Islam – effect on Muslims’ lives.  Festival of Eid-ul-Adha at the end of Hajj.  Significance and authority of the Qu’ran and other guidance for life.  Design and purpose of a mosque.  Texts: Key stories of the Prophets (inc. links with Christian and Jewish people.  Surah1: The Opening  Surah 17:The Prophet’s Night Journey</p>		<p>Y3 Unit L2.9 <i>How do festivals and worship show what matters to a Muslim?</i></p> <p>Link to Y5 History ‘The Ancient Islamic Civilisation’.</p>
Summer 2	U2.10	<p><b>What matters most to Christians and Humanists?</b>  Explore good and bad behaviour – link to ‘the fall’ as well as non-religious ideas.  Code for living – compare humanist and Christian values.</p>	p84	<p>Links to Y3 unit L2.1 <i>What do Christians learn from the Creation story?</i>  Links to other ideas / units taught this year.</p>

Year 6		Cornwall 2020 Syllabus		Syllabus page number	Progression & Curriculum Links
Term	Unit number	Unit title and overview			
Autumn 1	U2.12CK	<p><b>Curriculum Kernewek: Does faith help people in Cornwall when life gets hard?</b>  <a href="http://www.curriculumkernewek.org.uk/ks2/index.php">http://www.curriculumkernewek.org.uk/ks2/index.php</a>  <i>(Replaces ‘How does faith help people in Cornwall when life gets hard? P86)</i>  Local, national, global news – death, suffering.  John Wesley / Methodism – how Methodism helps some people in Cornwall when life gets hard.  Beliefs – life after death: religious / non-religious.  Positive / negative aspects of Cornwall. Charities.</p>		p161	<p>Builds on Y4 Unit L2.11CK <i>How and why do people in Cornwall mark significant events in community life?</i></p> <p>Link to Y6 History – Victorians – rise of Methodism during Victorian era.</p>
Autumn 2	U2.6	<p><b>For Christians, what kind of king is Jesus?</b> (Kingdom of God)  Problems in the world and who makes a difference.  Jesus &amp; the Kingdom of God – in peoples’ hearts and minds. Love God and your neighbour.  Serve / help others, particularly those most in need to make the world more like the Kingdom of God.  Texts: Luke 14: 12 – 24 The Feast  Matthew 21: 33 – 46 The Tenants in the</p>		p80	<p>Builds on Y3 Unit 2.4 <i>What kind of world did Jesus want?</i>  Links to Y4 Unit L2.6 <i>For Christians, what was the impact of Pentecost?</i>  Builds on Y5 Unit U2.4 <i>How do Christians decide how to live? What would Jesus do?</i></p>

		Vineyard.		
Spring 1	U2.7	<p><b>Why do Hindus want to be good?</b> (<i>Karma/dharma/samsara/moksha</i>)</p> <p>Hinduism is very diverse.</p> <p>Explore ideas of karma and belief in samsara to achieve moksha.</p> <p>Hindu four aims of life.</p> <p>Hindu values and how they affect Hindu life and the world-wide community.</p> <p>Text: The man in the well.</p>	p81	<p>Builds on Y4 Unit 2.7 <i>What do Hindus believe God is like?</i></p> <p>Y4 Unit 2.8 <i>What does it mean to be Hindu in Britain today?</i></p>
Spring 2	U2.5	<p><b>What do Christians believe Jesus did to ‘save’ people?</b> (Salvation)</p> <p>Events in Holy week in the gospel of Mark 14-15.</p> <p>Explore Christian belief that Jesus died as a sacrifice to save people from sin.</p> <p>The Lord’s Supper / communion. Link with Passover.</p> <p>What would we sacrifice to help others?</p>	p79	<p>Builds on Y2 Unit 1.5 <i>Why does Easter matter to Christians?</i></p> <p>Y4 Unit L2.5 <i>Why do Christians call the day Jesus died ‘Good Friday’?</i></p> <p>Links to Y3 Unit L2.10 <i>How do festivals and family life show what matters to Jewish people?</i></p>
Summer 1	U2.2	<p><b>Creation and Science: conflicting or complementary?</b> (Creation)</p> <p>Explore / investigate ideas in The Christian Creation story.</p> <p>Explore scientific accounts of cosmology &amp; evolution.</p> <p>Texts: Genesis 1: 1-2; 3</p>	p76	<p>Links with Y5 Science: Earth and Space.</p> <p>Links with Y6 Science: Evolution.</p>
Summer 2	U2.11	<p><b>Why do some people believe in God and some people not?</b></p> <p>What is God like according to different religions?</p> <p>How many people believe in God? 2011 census.</p> <p>Explore reasons why people might or might not believe in God.</p> <p>Reflect on benefits / challenges of believing or not believing in God.</p>	p85	<p>Builds on Y6 Unit U2.2 Creation and Science: conflicting or complementary?</p> <p>Links with Y6 Science: Evolution.</p>

### End of phase outcomes (Upper KS2)

The learning outcomes for each individual unit build towards these end of phase outcomes.

Making sense of beliefs	<ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.</li> <li>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</li> <li>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.</li> </ul>
Understanding the Impact	<ul style="list-style-type: none"> <li>make clear connections between what people believe and how they live, individually and in communities.</li> <li>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.</li> </ul>
Making Connections	<ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</li> </ul>

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|  | <ul style="list-style-type: none"><li>• reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li><li>• consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</li></ul> |
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