

## RE Curriculum coverage and progression – taken from the Cornwall Agreed Syllabus 2020 - 2025

Key Stage		What do pupils gain from RE at this key stage?	Religions covered and the key questions used to start each topic					Thematic
			Christianity	Judaism	Islam	Hinduism	Non-religious world views	
EYFS	Discovering	RE sits very firmly within the areas of personal, social & emotional development & understanding the world. This framework enables children to develop a positive sense of themselves & others & to learn how to form positive & respectful relationships. They will do this through a balance of guided, planned teaching & pursuing their own learning within an enabling environment. They will begin to understand & value the differences of individuals & groups within their own immediate community. Children will have the opportunity to develop their emerging moral & cultural awareness.	<p>Why is the word 'God' so important to Christians? [God]</p> <p>Why is Christmas special for Christians? [Incarnation]</p> <p>Why is Easter special for Christians? [Salvation]</p>					<p>Being special: where do we belong?</p> <p>Which places are special and why?</p> <p>Which stories are special and why?</p>
KS1	Exploring	Pupils should develop their knowledge & understanding of religions & worldviews, recognising their local, national & global contexts. They should use basic subject-specific vocabulary. They should raise questions & begin to express their own views in response to the material they learn about & in response to questions about their ideas.	<p>What do Christians believe God is like?</p> <p>Who do Christians say made the world?</p> <p>Why does Christmas matter to Christians?</p> <p>What is the 'good news' Christians believe Jesus brings?</p> <p>Why does Easter matter to Christians?</p>	<p>Who is a Jewish and how do they live? [Double unit]</p>	<p>Who is a Muslim and how do they live? [Double unit]</p>			<p><b>What makes some people and places in Cornwall sacred?</b></p> <p>How should we care for others and for the world, and why does it matter? (Christians, Jews and non-religious worldviews)</p> <p>What does it mean to belong to a faith community? (Christians, Jews, Muslims and non-religious worldviews)</p>
Lower KS2	Connecting	Pupils should extend their knowledge & understanding of religions & worldviews, recognising their local, national & global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious & to ask increasingly challenging questions about religion, belief, values & human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples & giving reasons to support their ideas & views.	<p>What do Christians learn from the Creation story? What is it like for someone to follow God? What is the 'Trinity' and why is it important for Christians? What kind of world did Jesus want?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>For Christians, what was the impact of Pentecost?</p>	<p>How do festivals and family life show what matters to Jewish people?</p>	<p>How do festivals and worship show what matters to Muslims?</p>	<p>What do Hindus believe God is like?</p> <p>What does it mean to be Hindu in Britain today?</p>		<p><b>How and why do people in Cornwall mark the significant events in community life?</b></p> <p>How and why do people try to make the world a better place? Christians, Muslims, non-religious</p>
Upper KS2	Connecting	Pupils should extend their knowledge & understanding of religions & worldviews, recognising their local, national & global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious & to ask increasingly challenging questions about religion, belief, values & human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples & giving reasons to support their ideas & views.	<p>What does it mean if Christians believe God is holy and loving? Creation and science: conflicting or complementary?</p> <p>Why do Christians believe Jesus was the Messiah?</p> <p>How do Christians decide how to live? 'What would Jesus do?'</p> <p>What do Christians believe Jesus did to 'save' people?</p> <p>For Christians, what kind of king is Jesus?</p>	<p>Why is the Torah so important to Jewish people?</p>	<p>What does it mean to be a Muslim in Britain today?</p>	<p>Why do Hindus want to be good?</p>	<p>What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studied</p>	<p>Why do some people believe in God and some people not? Christians, non-religious</p> <p><b>How does faith help people in Cornwall when life gets hard?</b></p>

Note: The yellow highlighted units are taken from the CURRICULUM KERNEWEK (CK4RE) programme of study, giving pupils the opportunity to develop & apply knowledge & understanding of the religious, spiritual & cultural character of Cornwall. These opportunities include reference to the historical, environmental & linguistic life of Cornwall. They also include reference to the historical, environmental and linguistic life of Cornwall.