

Year 1 Key Question		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		1.10 Belonging	1.1 God	1.7 Jews	1.7 Jews	1.2 Creation	1.9 World and others(C, J, NR)
		What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How should we care for the world and for others, and why does it matter?
Making sense of beliefs.	Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers	Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people	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. Give clear, simple accounts of what the story means to Christians 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)	Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like		Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world	Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice	Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)	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) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)	Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live	Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)	Give at least one example of what Christians do to say 'thank you' to God for Creation	Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural Earth Say why Christians and Jews might look after the natural world
	Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and	Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for	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.		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.	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 Christian/ Jewish Creation story and the world they live in.	Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

	the connections they make.	themselves, giving a good reason for their ideas.					
Year 2 Key Question	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	1.6 Muslims	1.3 Incarnation	1.6 Muslims	1.5 Salvation	1.4 Gospel	1.8 Sacred places CK4RE	
	Who is a Muslim and how do they live?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live?	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus Brings?	What makes people and places in Cornwall Sacred?	
Making sense of beliefs.	<p>Identify core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p>	<p>Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet* show what Muslims believe about Muhammad</p>	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Recognise that stories of Jesus' life come from the Gospels</p>		<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <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>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</p>	<p>Recognise that there are special people and places in Cornwall that are sacred to believers</p> <p>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 people do there</p> <p>Re-tell a story about a Cornish Saint and connect this story to the local area</p>
	Understanding the impact	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into practice</p>	<p>Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them</p> <p>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>	<p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p>	<p>Give examples of how Muslims put their beliefs about prayer into action</p>	<p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p>	<p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</p> <p>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>

Making connections	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them</p> <p>Give a good reason for the views they have and the connections they make.</p>		<p>Decide what they personally have to be thankful for, giving a reason for their ideas</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p>	<p>Think, talk and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</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 different ideas and giving a good reason for their ideas.</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>Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places</p>
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