

Breage CE School

Curriculum Overview

Subject: Religious Education



Curriculum Statement

At Breage CE School, we are committed to providing a curriculum that is underpinned by three essential drivers: aspiration, curiosity, and diversity. We aim to empower our learners to develop the knowledge, skills, and values they need to not only succeed in their education but also to become successful global citizens. Through our rigorously and consciously crafted curriculum, we teach clear sequences of enquiry-based learning encompassing the National Curriculum, reflecting the unique and special part of the world in which we live. We believe in helping our children flourish, realising their full potential, and fostering a caring and nurturing community where every child is valued and flourishes.



Disciplinary Vocabulary



Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Special	Celebration	Belief	Religion	Worship	Destiny	Influence	Duty
Belong	Prayer	Follower	Festival	Sacred	Commitment	Acceptance	Morality
		Parable	Faith	Charity	Ritual	Devotion	Spiritual
		Symbol	Holy	Community	Harmony	Demonstrate	Interfaith

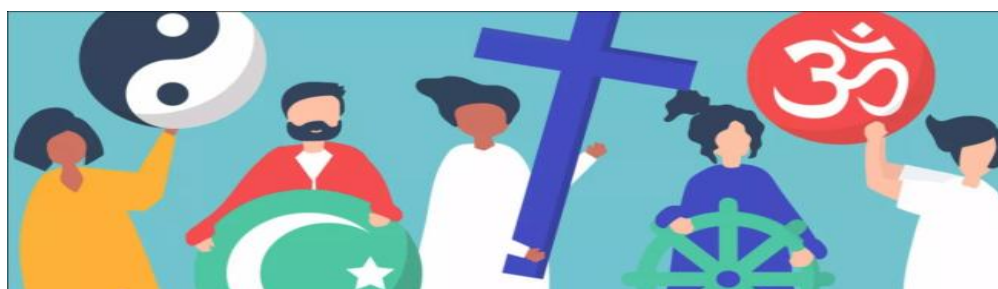


Curriculum Overview

EYFS



EYFS	Autumn 1	Spring 1	Summer 1
Cycle 1	<p>F1 GOD/ CREATION: Why is the word 'God' so important to Christians? (EYFS Unit)</p> <p>Question 1 - Who do Christians believe created the world? Question 2 - Why do Christians thank God at Harvest time? Question 3 - Why do some Christians believe they should care for the world? Question 4 - Why do Christians think God is special? Question 5 - Why is God so important to Christians? Question 6 - What is precious to me? Question 7 - Why is the word God special to Christians?</p>	<p>Being Special: where do we belong? (EYFS Unit)</p> <p>Question 1 – How do we show respect for one another? Question 2 – How do we show care? How do we know we are cared for? Question 3 – How do we show people they are welcome? Question 4 – What things can we do better together rather than alone? Question 5 – Where do we belong? How do we know we belong? Question 6 - What makes us feel special about being welcomed into a group of people?</p>	<p>Which places are special and why? (EYFS Unit)</p> <p>Question 1 – Where do we feel safe? Why? Question 2 – Where is special to me? Question 3 – Where do we feel happy? Why? Question 4 – Where is a special place for Christians? What makes this place special? Question 5 – What might we find in this special place?</p>
	Autumn 2	Spring 2	Summer 2
	<p>F2 INCARNATION: Why do Christians perform Nativity plays at Christmas? (EYFS Unit)</p> <p>Question 1 - Which character from the Nativity story do I think is the most important and why? Question 2 - Who visited Jesus in the Nativity story? Question 3 - Can I re-tell the Christmas story? Question 4 - Why do some Christians call Jesus the light of the world? Question 5 - Why did Jesus receive gifts of gold, frankincense and myrrh? Question 6 - Can I create a timeline of the Christmas story?</p>	<p>F3 SALVATION: Why do Christians put a cross in an Easter garden? (EYFS Unit)</p> <p>Question 1 - Why did Christians shout Hosanna when Jesus entered Jerusalem? Question 2 - Why do some Christians make palm crosses at Easter? Question 3 - What events took place in the Easter story? Question 4 - What symbols represent new life at Easter? Question 5 - What are Easter celebrations like for some Christians? Question 6 - Why do some Christians put a cross in their Easter gardens?</p>	<p>What times/stories are special and why? (EYFS Unit)</p> <p>Question 1 – Which are our favourite stories? Question 2 – What stories do we know about Jesus? Question 3 – Which stories are special to Christians? Question 4 – Where can we find stories which are special to Christians? Question 5 – What stories do we know that tell us how we should behave towards other people?</p>



Curriculum Overview

KS1

Cycle 1



KS1	Autumn 1	Spring 1	Summer 1
Cycle 1	<p>1.4 GOSPEL: What is the good news Jesus brings? Church visit – Harvest (Year 2: Unit 13)</p> <p>Lesson 1: What did Jesus' good news mean for Matthew in the Bible story? Lesson 2: What might a Christian say was the good news that Jesus brought to Matthew? Lesson 3: What do many Christians believe is the good news that Jesus brings about forgiveness? Lesson 4: What do many Christians believe is the good news that Jesus brings about peace? Lesson 5: What might Christians do to follow the life of Jesus and bring 'good news' to people? Lesson 6: How might Christian prayer link to saying sorry and forgiveness?</p>	<p>Who is Muslim and how do they live? (PART 1) (Year 2: Unit 15)</p> <p>Lesson 1: What do people think about God? What do Muslims think about God? Lesson 2: What do some of the Muslim 99 Beautiful Names for God mean? Lesson 3: What does the Shahadah say about Muslim beliefs? Lesson 4: Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? Lesson 5: Why is the Prophet Muhammad so important to Muslims? Lesson 6: What do Muslims do because they love to treat the Quran with respect?</p>	<p>Who is Muslim and how do they live? (PART 2) (Year 2: Unit 17)</p> <p>Lesson 1: Who was the Prophet Muhammad and why is he important to Muslims? Lesson 2: What difference does worshipping God make to Muslims? Lesson 3: What difference does worshipping God make to Muslims? Lesson 4: What difference does worshipping God make to Muslims? Lesson 5: What difference does worshipping God make to Muslims?</p>
	Autumn 2	Spring 2	Summer 2
	<p>1.3 INCARNATION: Why does Christmas matter to Christians? (Year 1: Unit 8)</p> <p>Lesson 1: Who was Jesus? Lesson 2: What happened in the story of the birth of Jesus? Lesson 3: Was Jesus born where people would have expected? Lesson 4: Why is waiting and preparing for Christmas important for many Christians? Lesson 5: What do some people like to say thank you for at Christmas? Lesson 6: How do people use the story of the nativity to guide their beliefs at Christmas?</p>	<p>1.4 GOSPEL: What is the good news Jesus brings? (Part 2) (Year 2: Unit 14)</p> <p>Lesson 1: What can we say about peace as part of the good news Christians believe Jesus brings? Lesson 2: How can we show the good news that Christians believe Jesus brings? Lesson 3: What do Christians believe Jesus showed them about how to pray? Lesson 4: What are the important parts of prayer for many Christians? Lesson 5: What is the good news that Christians believe Jesus brings? Lesson 6: What do we know about the good news that Christians believe Jesus brings?</p>	<p>What makes some people and places in Cornwall sacred? (Curriculum Kernewek) (Year 2: Unit 18)</p> <p>Question 1 – Who was St Piran? Question 2 – How is St Piran remembered by people in Cornwall today? Question 3 – Are there different types of Celtic cross in Cornwall? Why are these special? Question 4 – Does our local community have a sacred place? Question 5 – How does St Uny Church provide support for the local community? Question 6 - Which Cornish places are sacred to me?</p>



Curriculum Overview

KS1 Cycle 2



KS1	Autumn 1	Spring 1	Summer 1
Cycle 2	1.2 CREATION: Who do Christians say made the world? Harvest (Year 1: Unit 7) Question 1 - Who do Christians say made the world? Question 2 - How might Christians describe the creator of the world? Question 3 - Can you order the different days in the creation story? Question 4 - What do Christians believe about looking after the world? Question 5 - What might Christians want to say thank you for in the world? Question 6 - When do Christians say thank you to God for what he has made and given them?	1.1 GOD: What do Christians believe God is Like? (Year 1: Unit 10) Question 1 - What is a parable? Question 2 - Why do Christians believe parables are important when learning about God? Question 3 - How do parables help Christians learn about God today? Question 4 - How do parables help Christians see God as loving and forgiving? Question 5 - Why do many Christians believe they should talk to God? Question 6 - What do stories teach Christians about God?	What does it mean to belong to a faith community? (Year 1: Unit 11) Lesson 1: What does it mean to belong to a community? Lesson 2: How do Christians and Muslims show that they belong? Lesson 3: How do Christians, Muslims and Jewish people show that they belong? Lesson 4: What do worldviews say about how valuable people are? Lesson 5: How do Muslims and Christians welcome a new baby? Lesson 6: How do people show that they belong to each other?
	Autumn 2	Spring 2	Summer 2
	Who is Jewish and how do they live? (Year 1: Unit 9) Lesson 1: What is precious to Jewish people? What does a mezuzah remind Jewish people about? Lesson 2: What is precious to Jewish people? What does a mezuzah remind Jewish people about? Lesson 3: How and why do Jewish people celebrate Shabbat? Lesson 4: What stories do Jewish people tell from the Torah? Lesson 5: What might the story of Chanukah make Jewish people think about?	1.5 SALVATION: Why does Easter matter to Christians? (Year 2: Unit 16) Lesson 1: What are the main events of the Bible story of Holy Week and Easter? Lesson 2: What are the six biggest moments in the story of Easter? Lesson 3: How do Christians feel about the main events of the Bible stories of Holy Week and Easter? Lesson 4: Why do Christians say 'Good Friday' for the day Jesus died? Lesson 5: What impact does the Easter story have on many Christians? Lesson 6: Why do Christians remember Jesus as the Saviour at Easter?	How should we care for the world and for others, and why does it matter? (Year 1: Unit 12) Lesson 1: What do Christian, Jewish and non-religious people believe about caring for people? Lesson 2: What do Christian, Jewish and non-religious people believe about caring for people? Lesson 3: What do Jewish people believe about caring for people? Lesson 4: What do Jewish people believe about caring for people? Lesson 5: What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world? Lesson 6: What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?



Curriculum Overview

KS2

Cycle 1



KS2	Autumn 1	Spring 1	Summer 1
Cycle 1	<p>2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? (Year 4: Unit 26)</p> <p>Lesson 1: What do you already know about Pentecost? Lesson 2: What does the Bible say about Pentecost? Lesson 3: How have artists depicted the events of Pentecost? Lesson 4: For Christians what is the impact of the gift of the Holy Spirit? Lesson 5: For Christians, what was the impact of the Holy Spirit? Lesson 6: What do we know about the Trinity?</p>	<p>What do Hindus believe God is like? (Year 4: Unit 27)</p> <p>Lesson 1: How do many Hindus describe ultimate reality? Lesson 2: How might the idea of Brahman being in everything affect how you live? Lesson 3: What can we find out about some Hindu deities? Lesson 4: How do many Hindus understand deities? Lesson 5: What can we learn about deities from Ganesh?</p>	<p>What does it mean to be a Hindu in Britain today? (Year 4: Unit 29)</p> <p>Lesson 1: What is Hindu Dharma? Lesson 2: How and why do many Hindus perform Puja? Lesson 3: What is dharma? What can we learn from the story of King Yudhishthira? Lesson 4: What does the Ramayana tell Hindus about dharma? Lesson 5: How and why do many Hindus celebrate Diwali? Lesson 6: Can I plan a Diwali celebration for my local community?</p>
	Autumn 2	Spring 2	Summer 2
	<p>2a.3 INCARNATION/GOD: What is the Trinity and why is it important to Christians? (Year 3: Unit 20)</p> <p>Lesson 1: What is the Trinity? What happens in the biblical story of the baptism of Jesus? Lesson 2: How is the Trinity shown in the Biblical story of the baptism of Jesus? Lesson 3: Why is the biblical story of the baptism of Jesus important for many Christians? Lesson 4: What are the similarities and differences between infant baptism and believer's baptism? Lesson 5: What might affect a Christian's decisions about baptism? Lesson 6: What is the Trinity and why is it important for Christians?</p>	<p>2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? (Year 4: Unit 28)</p> <p>Lesson 1: What can you remember about Holy Week? Lesson 2: How did people feel on Good Friday? Lesson 3: Why did Jesus have to die and rise again? Lesson 4: Why is the Easter story important? Lesson 5: For Christians, why is Good Friday so important? Lesson 6: Why do Christians call the day Jesus dies 'Good Friday'?</p>	<p>How and why do people in Cornwall mark significant events in community life? (Curriculum Kernewek) (Year 4: Unit 30)</p> <p>Question 1 – What does a life journey mean to us? Question 2 – What is the significance of baptism? Question 3 – What is the significance of marriage? Question 4 – What are the similarities and differences between Jewish and Christian marriage? Question 5 – Are commitment ceremonies still relevant to life today? Question 6 – What other celebrations mark significant events in our lives?</p>



Curriculum Overview

KS2

Cycle 2



KS2	Autumn 1	Spring 1	Summer 1
Cycle 2	<p>2a.2 PEOPLE OF GOD: What is it like to follow God? (Year 3: Unit 19)</p> <p>Lesson 1: Which information about Bible stories can we get from different types of text? Lesson 2: what can we learn about Noah from reading the Biblical story? Lesson 3: What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? Lesson 4: What is the link between a Christian wedding ceremony and the idea of covenant? Lesson 5: Did Abram show he trusted God? Lesson 6: Is it always easy for Christians to try to follow God?</p>	<p>How do festivals and worship show what matters to a Muslim? (Year 3: Unit 21)</p> <p>Lesson 1: How do festivals and family life show what matters to a Muslim? Lesson 2: What does the opening chapter of the Qur'an teach Muslims about God? Lesson 3: Why does prayer matter to Muslims? Lesson 4: Why is the mosque a special place for Muslims? Lesson 5: Why do Muslims celebrate at the end of Ramadan?</p>	<p>2a.1: CREATION/ FALL: What do Christians learn from the creation story? (Year 3: Unit 23)</p> <p>Lesson 1: Where does Creation belong in the 'Big Story' of the Bible? Lesson 2: What kind of world do Christians believe in? What do we mean by good? Lesson 3: How have Christians interpreted looking after the world? Lesson 4: How do different Christians think about and look after the environment? Lesson 5: What do Christians mean by 'The Fall'? Lesson 6: What do many Christians learn from the stories of Creation and the Fall?</p>
	Autumn 2	Spring 2	Summer 2
	<p>2a.4 GOSPEL: What kind of world did Jesus want? (Year 4: Unit 25)</p> <p>Lesson 1: What kind of world did Jesus want? Lesson 2: How does 'fishers of men' apply to Christians today? Lesson 3: What is an evangelist? Lesson 4: How did and does Jesus want people to act? Lesson 5: What does the Good Samaritan teach Christians? Lesson 6: What kind of world did Jesus want?</p>	<p>How do festivals and family life show what matters to Jewish people? (Year 3: Unit 22)</p> <p>Lesson 1: What do many Jewish people do to mark Shabbat? Lesson 2: What does Shabbat look like in the UK today? Lesson 3: What do different Jewish people celebrate at Rosh Hashanah? Lesson 4: What happens at Yom Kippur? Lesson 5: What is the story of Passover? Lesson 6: Why do many Jews celebrate Passover every year?</p>	<p>How and why do religious and non-religious people try to make the world a better place? (Year 3: Unit 24)</p> <p>Lesson 1: How and why do people try to make the world a better place? What is wrong with the world? Lesson 2: How can the 'Golden Rule' help people to work out how to make the world a better place? Lesson 3: Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place? Lesson 4: Who is inspired by Jesus' example of sacrifice? Lesson 5: How do Muslims try to make the world a better place? Lesson 6: How do non-religious people try to make the world a better place?</p>



Curriculum Overview

KS2

Cycle 3



KS2	Autumn 1	Spring 1	Summer 1
Cycle 3	<p>2b.1: GOD: What does it mean if God is Holy and Loving? (Year 5: Unit 31)</p> <p>Lesson 1: What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God? Lesson 2: What does the Bible say God is like? Lesson 3: How can ideas of God be expressed in art? Lesson 4: How do some Christians respond to a holy and loving God? Lesson 5: How do churches and cathedrals reflect Christian ideas about God? Lesson 6: What does it mean if Christians believe God is holy and loving?</p>	<p>Why is the Torah so important to Jewish people? (Year 5: Unit 33)</p> <p>Lesson 1: What do Jewish people look like, and where do we find Jewish people in the UK? Lesson 2: What is the Torah? What is a Sefer Torah? Lesson 3: Why are there different types of synagogue in the UK? Lesson 4: How does the Torah influence what Jewish people might eat? Lesson 5: How are Jewish people adapting festivals in the UK? Lesson 6: Why is the Torah important to Jewish people?</p>	<p>What does it mean to be a Muslim in Britain today? (Year 5: Unit 32)</p> <p>Lesson 1: How many Muslims and how many mosques are there in Britain? Lesson 2: How might the five pillars affect the lives of Muslims in Britain today? Lesson 3: Why is Zakah/charity important to Muslims? How is charity important to you? Lesson 4: Why do Muslims go on pilgrimage? Lesson 5: Why do Muslims go on pilgrimage? Lesson 6: What does it mean to be a Muslim in Britain today?</p>
	Autumn 2	Spring 2	Summer 2
	<p>2b.4 INCARNATION Was Jesus the Messiah? (Year 6: Unit 38)</p> <p>Lesson 1: What was going on that meant the People of God needed a saviour? Lesson 2: What kind of rescuer/Messiah were people expecting? Lesson 3: Why do Christians believe Jesus fulfils the expectations of the Messiah? Lesson 4: Why do most Christians believe Jesus is the Messiah? Lesson 5: How does Christmas fit in with Christian beliefs about Jesus? Lesson 6: Why do Christians believe that Jesus was the Messiah?</p>	<p>2b.5 GOSPEL: What would Jesus do? (Year 6: Unit 37)</p> <p>Lesson 1: Where do Christians find out about what Jesus did? Lesson 2: Why do Christians think it is wise to follow Jesus' teachings? Lesson 3: What was Jesus' sermon on the mount about? Lesson 4: How do some Christians follow Jesus' example in caring for those in need? (Part 1) Lesson 5: How do some Christians follow Jesus' example in caring for those in need? (Part 2) Lesson 6: How far do Jesus' teachings and actions inspire others?</p>	<p>Why do some people believe in God and some people not? (Year 6: Unit 42)</p> <p>Lesson 1: Belief in God: what patterns can we see in our local area, our country and our world? Lesson 2: What do we mean by agnostic, atheist or theist? Lesson 3: How can psychology help us understand what people mean when they think about the idea of God? Lesson 4: What can we learn from theology about the idea of God? Lesson 5: Why do some people believe that God does not exist? Lesson 6: Why do some people believe in God and some people not? Where do I stand?</p>



Curriculum Overview

KS2

Cycle 4



KS2	Autumn 1	Spring 1	Summer 1
Cycle 4	<p>2b.8 KINGDOM OF GOD: What kind of King is Jesus? (Year 6: Unit 41)</p> <p>Lesson 1: In Jesus' parables, who is invited into God's kingdom? Lesson 2: According to Jesus' teachings, how important is forgiveness in God's kingdom? Lesson 3: How does Christian Aid try to make the world more like God's kingdom? Lesson 4: How do Christians see God's kingdom as being now and in the future? Lesson 5: For Christians, what are the features of God's kingdom and Jesus' kingship? Lesson 6: How do Christians try to live in God's kingdom?</p>	<p>Why do Hindus want to be good? (Year 6: Unit 39)</p> <p>Lesson 1: Who or what is Brahman? Lesson 2: What is atman? What can be learned about atman through a Hindu story? Lesson 3: What is samsara? Why is atman important? What else is important? Lesson 4: How might dharma affect the way someone lives their life? Lesson 5: What is ahimsa and how does it affect the lives of Hindu people? Lesson 6: Why do Hindus want to be good?</p>	<p>What matters most to Humanists and Christians? (Year 5: Unit 36)</p> <p>Lesson 1: What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them? Lesson 2: Who is a Humanist? What codes for living do non-religious people use? Lesson 3: Who is a Humanist? What codes for living do non-religious people use? Lesson 4: What values matter most to Christians? How does it show? How can our different values be discussed? Lesson 5: How do Humanists and Christians know how to act? What do they base their decisions on? Lesson 6: What matters most to Humanists and to Christians?</p>
	Autumn 2	Spring 2	Summer 2
	<p>2b.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary? (Year 5: Unit 34)</p> <p>Lesson 1: What can we find out about the creation story in Genesis 1? Lesson 2: What might many Christians see as important in Genesis 1? Lesson 3: What relationships do scientists have with religious worldviews? Lesson 4: How and why do some Christians see both science and religion as important? Lesson 5: What are some different Christian views about the relationship between science and religion? Lesson 6: Science and religion: conflicting or complementary?</p>	<p>2b.7: SALVATION: What difference does the resurrection make to Christians? (Year 6: Unit 40)</p> <p>Lesson 1: Why do Christians believe Jesus was resurrected? Lesson 2: How do many churches mark Good Friday and Easter Sunday? Lesson 3: What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt? Lesson 4: When and why might a Christian have to stand up for their beliefs? Lesson 5: Why do Christians have hope even when someone dies? Lesson 6: What difference does the resurrection make to Christians?</p>	<p>Does faith help people in Cornwall when life gets hard? (Curriculum Kernewek)</p> <p>Question 1 – How many different faiths are there in Cornwall? Question 2 – Why did the teachings of John Wesley appeal to the people of Cornwall in particular? Question 3 – What help is available in Cornwall for people who are finding life hard? Question 4 – How does the idea of an afterlife help people who have difficult lives? Question 5 – Why do so many people move to Cornwall to find peace? Question 6 – What advice could you give someone in Cornwall who was finding life particularly tough?</p>