



Progression Map

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and
World Views**

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Intent, Implementation & Impact

All Subjects

Religions and World Views



Our aim at Trenance Learning Academy is to ensure that children have a coherent and progressive curriculum that identifies what pupils should know and understand by the end of each year and how that contributes to what they will go on to study in the next year. In this way pupils will encounter the rich spiritual and religious heritage of Cornwall and explore its relevance today. We encourage children to enquire about marks on the landscape such as Celtic Crosses and Standing stones. Why there are special festivals celebrating Special people, such as St Petroc, St Piran and the Cornish Saints.

They can enjoy the collective experience of listening to stories and learn ways to tell local stories to others. They can also investigate places of importance near the school like the Huer's Hut and local churches, exploring their use and importance in the past or today.

60 % of the curriculum will focus on Christianity and the other 40% will be focused on the Jewish and Muslim religious teaching and practices.

However this does not exclude the teaching and understanding of all faiths and important festivals from other religions when they arise through the school year. Our aim is that our children will, through our teaching and learning in RE, leave Trenance as respectful members of our community and 'culturally rich' in understanding of our multicultural society and tolerant of all world views and religions

Religions Overview



Using the Aims set out in 'Discovery RE' (which follow closely the 'Cornwall Agreed Syllabus') we will inform children's knowledge of Religions, Faiths and World views. We also will be accessing the rich resources of 'RE Today Org' and 'Understanding Christianity'.

Discovery RE[®]

The enquiry approach to Religious Education



Discovery RE covers the aims of the new Cornwall Agreed Syllabus/ They provide mapping document to support this. The also show how to use Understanding Christianity alongside their medium term plans.

Religions Overview



Progression Map



Statement	Reception	Year 1	Year 2	Year 3
<p><i>Green Descriptors</i></p> <p><i>Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry.</i></p> <p><i>Child's own thoughts, opinions, belief, empathy.</i></p>	<ul style="list-style-type: none">• Ask questions to find out more and to check they understand what has been said to them.• Listen to and talk about stories to build familiarity and understanding.• Engage in storytimes• Talk about members of their immediate family and community• Comment on images of familiar situations in the past.	<ul style="list-style-type: none">• I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world• I can verbalise and / or express my own thoughts	<ul style="list-style-type: none">• I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world• I can verbalise and / or express my own thoughts	<ul style="list-style-type: none">• I can tell you / talk about the concept: belief e.g. belonging e.g. belonging and start to relate this to the people I am studying e.g. Jews.• I can express my own opinions and start to support them with rationale.

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Religions Overview

Progression Map



Statement	Reception	Year 1	Year 2	Year 3
<p><i>Blue Descriptors</i></p> <p><i>Knowledge and understanding of the subject matter of the enquiry (subject knowledge)</i></p>	<ul style="list-style-type: none"><i>· Learn thymes, poems and songs.</i><i>· Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</i><i>· Understand that some places are special to members of their community.</i><i>· Recognise some similarities and differences between life in this country and life in other countries.</i> <p><i>Sing in a group or on their own, increasingly matching</i></p>	<ul style="list-style-type: none"><i>· I can recall facts about the religions / beliefs I have studied</i><i>· Begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.</i>	<ul style="list-style-type: none"><i>· I can recall facts about the religions / beliefs I have studied</i><i>· Begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.</i>	<ul style="list-style-type: none"><i>· I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.</i>

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Progression Map



Statement	Reception	Year 1	Year 2	Year 3
<p><i>Red Descriptors</i></p> <p><i>Skills of evaluation and critical thinking in relation to the big enquiry question</i></p>	<ul style="list-style-type: none">· Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.· Think about the perspectives of others.· Compare and contrast characters from stories, including figures from the past.· Recognise that people have different beliefs and celebrate special times in different ways.	<ul style="list-style-type: none">· I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.	<ul style="list-style-type: none">· I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.	<ul style="list-style-type: none">· I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.

Vocabulary

Year 1



Samaritan, parable, advent, Easter Egg, Hot cross bun, Resurrection, Jesus, God, Salvation

Salah Allah Qur'an Makkah/ Makkah Ka'bah, Mosque Minaret Musalla Mihrab Minbar Qur'an Wudu Prayer mats, Hajj robes, Makkah/Mecca, Grand Mosque, Mount Arafat, Five Pillars, Pilgrimage

Year 1

Creation, Yom Kippur, Shabbat, Salvation, Lent, Palm Sunday, Christianity, Judaism, Old Testament, Messiah, symbols, worship, forgiveness, acceptance, disciples, king, Holy Week, Jerusalem, cross, kippah (skull cap), tanakh (Jewish holy book), Rosh Hashanah (Jewish New Year), Challah bread

Creation, Yom Kippur, Shabbat, Salvation, Lent, Palm Sunday, Christianity, Judaism, Old Testament, Messiah, symbols, worship, forgiveness, acceptance, disciples, king, Holy Week, Jerusalem, cross, kippah (skull cap), tanakh (Jewish holy book), Rosh Hashanah (Jewish New Year), Challah bread

Foundation

Celebrate, Nativity, Obby 'Oss, Easter, Harvest, Bible, Christmas, Hanukkah, Nowruz, Chinese New Year, Diwali, Church, St. Piran, Jesus God, Who? What?

Celebrate, Nativity, Easter, Harvest, Bible, Christmas, Hanukkah, Chinese New Year, Diwali, Church, St. Piran, Jesus, God, Who? What?

Celebrate, Nativity, Easter, Harvest, Bible, Christmas, Hanukkah, Chinese New Year, Diwali, Church, St. Piran, Jesus, God, Who? What?



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
YF	Special People	Incarnation/Christmas	Celebrations Kernewek Curriculum	Easter	Stories from all religions	Special Places		
Y1	Creation	What does it mean to belong to a faith community?	Incarnation Christmas Gifts	Jesus as a friend	Easter-Palm Sunday	Shabbat Judaism	Judaism Rosh Hashanah and Yom Kippur	How should we care for the world and for others and why does it matter?
Y2	What did Jesus Teach?	Christmas- Jesus as a gift from God	Islam - Prayer at home	Easter- Resurrection	What makes some places scared to believers?	Islam - community and belonging	Islam - Hajj	

Christianity

Judaism

Islam

Kernewek Curriculum

Religious Overview

Visits & Visitors



Religions



Religions



Religions



Knowledge Organisers



Year 1	Year 2
Autumn 1	Autumn 1
Autumn 2	Autumn 2
Spring 1	Spring 1
Spring 2	Spring 2
Summer 1	Summer 1
Summer 2	Summer 2