



Summercourt Academy - Religious Education - Cornwall Agreed Syllabus 2020-2025

*In addition, please see EYFS Progression grids.

| | EYFS | KS1 | LKS2 | UKS2 |
|--------------------------------|--|---|---|--|
| Making Sense of Beliefs | <p>Listen to and retell religious stories. (CAL-U)</p> <p>Say why Easter is a special time for Christians. (UW-P&C)</p> <p>Talk about other religious festivals e.g. Diwali, Eid, Hanukkah. (CAL-S/U)</p> | <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>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of authority and the key concepts studied.</p> <p>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p> | <p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.</p> |
| Understanding Beliefs | <p>Recall simple what happens at a traditional Christian festival (Christmas) (UW-P&C)</p> <p>Recognise some religious symbols used at Easter (palm leaves, cross, eggs etc) (UW-P&C)</p> <p>Recognise that some people have places that are special and valued as a place of worship. (UW-P&C)</p> <p>Talk about what religious stories can teach believers (e.g. friendliness, forgiveness) (PSED-MFB)</p> | <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 practise.</p> | <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>Describe how people show their beliefs in how they worship and in the way they live.</p> <p>Identify some differences in how people put their beliefs into practise.</p> | <p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Using evidence and examples, show how and why people put their beliefs into practise in different ways, e.g. in different communities, denominations or cultures.</p> |
| Making Connections | <p>Talk about things they find interesting, puzzling or wonderful. (PSED-SC&SC)</p> <p>Talk about their own experiences of the world. (PSED-SC&SC)</p> <p>Talk about people who are special to them. (UW-P&C)</p> <p>Make connections with signs of new life in nature. (UW-TW)</p> <p>Talk about somewhere that is special to themselves and say why. (CAL-S)</p> <p>Identify some of their own feelings about the stories they hear. PSED-SC&SC)</p> | <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>Raise important questions and suggest answers about how far the beliefs and practises studied might make a difference to how pupils think and live.</p> <p>Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly.</p> <p>Give good reasons for the views they have and the connections they make.</p> | <p>Make connections between the beliefs and practises studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs, practises studied, including their own response, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make,</p> |

*Curriculum Kernewek on next page



Summercourt Academy

Religious Education - Curriculum Kernewek

| | EYFS (Aspects of 1.1CK) | KS1 What makes some people and places in Cornwall sacred? (1.1 CK) | LSK2 How and why do people in Cornwall mark significant events in community life? (L2.11 CK) | UKS2 Does faith help people in Cornwall when life gets hard? (U2.12CK) |
|--------------------------------|--|--|---|---|
| Making Sense of Beliefs | Identify the Cornish flag Talk about the story of St Piran. Listen to traditional Cornish tales (e.g. Mousehole Cat, Mermaid of Zennor) | Recognise that there are special people and places in Cornwall that are sacred to believers 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. Retell a story about a Cornish Saint and connect this story to the local area. | Identify festivals that are unique to Cornwall and explain how they started. Offer informed suggestions about the meaning and importance of ceremonies/festivals for religious and non-religious people today in Cornwall. | Describe at least three examples of ways in which world views in Cornwall guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. |
| Understanding Beliefs | Recognise some traditional Cornish foods (e.g. pasty, clotted cream, saffron buns). | Give examples of stories, objects and symbols used in churches which show what people believe. Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this. | Describe special times in the Cornish year. Make simple links between beliefs and the importance of these special events to the people of Cornwall. Identify some differences in how people celebrate community life (e.g. different practices in local festivals and traditions) | Make clear connections between what people in Cornwall believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection / judgement / heaven / reincarnation make a difference to how someone lives. |
| Making Connections | Listen to, think and talk about local music (Celtic music) played at local festivals. Look at local artists - use their work as inspiration to create own pieces. | 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. Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places. | Raise questions and suggest answers about why it is important for everyone to feel part of a community. Make links behind festivals that mark different times of the year in Cornwall. Give good reasons why they think ceremonies of commitment are or are not valuable today. | Consider Cornwall as a place of refuge, inspiration and challenge. Offer a reasoned response to the unit question with evidence and example, expressing insights of their own. |