Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 3	Term	Autumn 1

Cornwall Syllabus: L2.2
What is it like for someone to follow God?

Lesson Sequence		
Lesson 1 - Which information about Bible stories can we get from different types of text?	***Subject Knowledge***	I know how to retrieve information about Bible stories from different types of text.
	Skills	**Make clear links between texts/sources of authority and the key concepts studied.**
Lesson 2 - What can we about Noah form reading the Biblical story?	***Subject Knowledge***	I know about Noah from reading the Biblical story.
	Skills	**Identify and describe the core beliefs and concepts studied.**
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?	***Subject Knowledge***	I know the link between the story of Noah and the idea of covenant. I know links between the story of Noah and how many Christian people live.
	Skills	**Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.**
Lesson 4 - What is the link between a Christian wedding ceremony and the idea of covenant?	***Subject Knowledge***	I know the link between a Christian wedding ceremony and the idea of covenant.
	Skills	**Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.**
Lesson 5 - Did Abram show he trusted God?	***Subject Knowledge***	I know how Abram showed he trusted God.
	Skills	**Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.**
Lesson 6 - Is it always easy for Christians to try to follow God?	***Subject Knowledge***	I know and can reflect on how easy it is for Christians to follow God
	Skills	**Give good reasons for the views they have and the connections they make.**

Disciplinary Vocabulary	
Prophets Abram Noah Wedding Old Testament Promise Abraham Covenant Righteous	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 3	Term	Autumn 2

Cornwall Syllabus: L2.3
What is the 'Trinity' and why is it important for Christians?

Lesson Sequence		
Lesson 1 – What is the Trinity? What happens in the biblical story of the baptism of Jesus?	***Subject Knowledge***	I know what the Trinity is. I know the biblical story of the baptism of Jesus.
	Skills	**Identify and describe the core beliefs and concepts studied.**
Lesson 2 – How is the Trinity shown in the Biblical story of the baptism of Jesus?	***Subject Knowledge***	I know how the Trinity is shown in the Biblical story of the baptism of Jesus.
	Skills	**Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.**
Lesson 3 – Why is the biblical story of the baptism of Jesus important for many Christians?	***Subject Knowledge***	I know how the biblical story of the baptism of Jesus important for many Christians.
	Skills	**Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.**
Lesson 4 – What are the similarities and differences between infant baptism and believer's baptism?	***Subject Knowledge***	I know the similarities and differences between infant baptism and believer's baptism.
	Skills	**Identify some differences in how people put their beliefs into action.**
Lesson 5 – What might affect a Christian's decisions about baptism?	***Subject Knowledge***	I know what affects a Christian's decisions about being baptised.
	Skills	**Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.**
Lesson 6 - What is the Trinity and why is it important for Christians?	***Subject Knowledge***	I know what the Trinity is and why is it important for Christians.
	Skills	**Identify and describe the core beliefs and concepts studied.**

Disciplinary Vocabulary	
Trinity Holy spirit Messiah John the Baptist Believer's Baptism Father Scripture Infant Baptism Denomination	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 3	Term	Spring 1

Cornwall Syllabus: L2.9
How do festivals and worship show what matters to a Muslim?

Lesson Sequence		
Lesson 1 – How do festivals and family life show what matters to a Muslim?	***Subject Knowledge***	I know how festivals and family life show what matters to a Muslim.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 2 – What does the opening chapter of the Qur'an teach Muslims about God?	***Subject Knowledge***	I know what the opening chapter of the Qur'an teaches Muslims about God.
	Skills	**Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.**
Lesson 3 – Why does prayer matter to Muslims?	***Subject Knowledge***	I know why prayer matters to Muslims.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 4 – Why is the mosque a special place for Muslims?	***Subject Knowledge***	I know why the mosque is a special place for Muslims.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 5 – Why do Muslims celebrate at the end of Ramadan?	***Subject Knowledge***	I know why Muslims celebrate at the end of Ramadan.
	Skills	**Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.**
Lesson 6 – What is the most interesting thing we have learnt? What big questions do we have?	***Subject Knowledge***	I know how festivals and family life show what matters to a Muslim.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**

Disciplinary Vocabulary	
Prophet Muhammad Allah Fasting Tawhid Quran Salah Ramadan Sawm Eid	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 3	Term	Spring 2

Cornwall Syllabus: L2.10
How do festivals and family life show what matters to Jewish people?

Lesson Sequence		
Lesson 1 – What do many Jewish people do to mark Shabbat?	***Subject Knowledge***	I know how many Jewish people do to mark Shabbat.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 2 – What does Shabbat look like in the UK today?	***Subject Knowledge***	I know what Shabbat looks like in the UK today.
	Skills	**Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.**
Lesson 3 – What do different Jewish people celebrate at Rosh Hashanah?	***Subject Knowledge***	I know how different Jewish people celebrate at Rosh Hashanah.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 4 – What happens at Yom Kippur?	***Subject Knowledge***	I know what happens at Yom Kippur.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 5 – What is the story of Passover?	***Subject Knowledge***	I know the story of Passover.
	Skills	**Identify and describe the core beliefs and concepts studied.**
Lesson 6 – Why do many Jews celebrate Passover every year?	***Subject Knowledge***	I know why many Jews celebrate Passover every year.
	Skills	**Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.**

Disciplinary Vocabulary	
Torah Yom Kippur Orthodox Pesach Shabbat Rosh Hashanah Shema Progressive Forgiveness	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 3	Term	Summer 1

Cornwall Syllabus: L2.1
What do Christians learn from the creation story?

Lesson Sequence		
Lesson 1 – Where does Creation belong in the 'Big Story' of the Bible?	***Subject Knowledge***	I know where the Creation story belongs in the 'Big Story' of the Bible.
	Skills	**Make clear links between texts/sources of authority and the key concepts studied.**
Lesson 2 – What kind of world do Christians believe in? What do we mean by good?	***Subject Knowledge***	I know what kind of world Christians believe in. I know what we mean by good.
	Skills	**Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.**
Lesson 3 – How have Christians interpreted looking after the world?	***Subject Knowledge***	I know how Christians have interpreted looking after the world.
	Skills	**Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.**
Lesson 4 – How do different Christians think about and look after the environment?	***Subject Knowledge***	I know how different Christians think about and look after the environment.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 5 – What do Christians mean by 'The Fall'?	***Subject Knowledge***	I know what Christians mean by 'The Fall'.
	Skills	**Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.**
Lesson 6 – What do many Christians learn from the stories of Creation and the Fall?	***Subject Knowledge***	I know what many Christians learn from the stories of Creation and the Fall.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**

Disciplinary Vocabulary	
Creation Catholic Responsibility Sin Steward Interpret Genesis Fall Temptation	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 3	Term	Summer 2

Cornwall Syllabus: L2.12
How and why do people try to make the world a better place?

Lesson Sequence		
Lesson 1 – How and why do people try to make the world a better place? What is wrong with the world?	***Subject Knowledge***	I know how and why people try to make the world a better place. I know what is wrong with the world.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 2 – How can the 'Golden Rule' help people to work out how to make the world a better place?	***Subject Knowledge***	I know how the 'Golden Rule' can help people to work out how to make the world a better place.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 3 – Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place?	***Subject Knowledge***	Tikkun Olam, repairing the world: I know how Jewish people try to make the world a better place.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 4 – Who is inspired by Jesus' example of sacrifice?	***Subject Knowledge***	I know who is inspired by Jesus' example of sacrifice.
	Skills	**Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.**
Lesson 5 – How do Muslims try to make the world a better place?	***Subject Knowledge***	I know how Muslims try to make the world a better place.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 6 – How do non-religious people try to make the world a better place?	***Subject Knowledge***	I know how do non-religious people try to make the world a better place.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**

Disciplinary Vocabulary	
Tikkun Olam Jewish Christian Muslim Zakat Stewardship Steward Salvation Humanist Golden Rule	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 4	Term	Autumn 1

Cornwall Syllabus: L2.2
What kind of world did Jesus want?

Lesson Sequence		
Lesson 1: What kind of world did Jesus want?	***Subject Knowledge***	I know what kind of world Jesus wanted
	Skills	**Identify and explain the core beliefs and concepts studied.**
Lesson 2: What do the calling of the first disciples show Christians today?	***Subject Knowledge***	I know how the 'Fishers of Men' story applies to Christians.
	Skills	**Make clear links between texts/sources of authority and the core concepts studied.**
Lesson 3: How did Jesus treat others and what example does this set for Christians?	***Subject Knowledge***	I know what an evangelist is.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 4: What does Jesus' teaching (the Gospel) mean for Christians?	***Subject Knowledge***	I know how Jesus wanted people to act.
	Skills	**Identify and explain the core beliefs and concepts studied.**
Lesson 5: What does the parable of the Good Samaritan teach Christians today?	***Subject Knowledge***	I know what the Good Samaritan taught Christians.
	Skills	**Make clear links between texts/sources of authority and the core concepts studied.**
Lesson 6: How do Christians try to make the world the kind of world Jesus wanted?	***Subject Knowledge***	I know what kind of world Jesus wanted.
	Skills	**Identify and explain the core beliefs and concepts studied.**

Disciplinary Vocabulary	
Jesus Disciple Follower Clergy Vicar Parable Samaritan Gospel Evangelist	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 4	Term	Autumn 2

Cornwall Syllabus: L2.3
For Christians, when Jesus left, what was the impact of Pentecost?

Lesson Sequence		
Lesson 1: What do you already know about Pentecost?	***Subject Knowledge***	I know prior knowledge about Pentecost.
	Skills	**Identify and explain the core beliefs and concepts studied.**
Lesson 2: What does the Bible say about Pentecost?	***Subject Knowledge***	I know what the Bible says about Pentecost.
	Skills	**Make clear links between texts/sources of authority and the core concepts studied.**
Lesson 3: How have artists depicted the events of Pentecost?	***Subject Knowledge***	I know how artists depicted the events of Pentecost.
	Skills	**Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers**
Lesson 4: For Christians, what is the impact of the gift of the Holy Spirit?	***Subject Knowledge***	I know what the impact of the gift of the Holy Spirit on Christians.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 5: For Christians, what was the impact of the Holy Spirit?	***Subject Knowledge***	I know what the impact of the Holy Spirit on Christians.
	Skills	**Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.**
Lesson 6: What can we say about the Trinity?	***Subject Knowledge***	I know about the Trinity.
	Skills	**Give good reasons for the views they have and the connections they make.**

Disciplinary Vocabulary	
Pentecost Holy Spirit Disciples Lord's Prayer Tongues Acts Trinity Apostles Baptised	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 4	Term	Spring 1

Cornwall Syllabus: L2.9
What do Hindus believe God is like?

Lesson Sequence		
Lesson 1: How do many Hindus describe ultimate reality?	***Subject Knowledge***	I know how many Hindus describe ultimate reality.
	Skills	**Identify and explain the core beliefs and concepts studied.**
Lesson 2: How might the idea of Brahman being in everything affect how you live?	***Subject Knowledge***	I know how the idea of Brahman being in everything can affect how people live.
	Skills	**Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.**
Lesson 3: What can we find out about some Hindu deities?	***Subject Knowledge***	I know what we can find out about some Hindu deities and their symbolism.
	Skills	**Identify and explain the core beliefs and concepts studied.**
Lesson 4: How do many Hindus understand deities?	***Subject Knowledge***	I know how many Hindus understand deities in relation to Brahman.
	Skills	**Make clear links between texts/sources of authority and the core concepts studied.**
Lesson 5: What can we learn about deities from Ganesh?	***Subject Knowledge***	I know what we can learn about deities from Ganesh.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 6: What is the most interesting thing we have learnt? What big questions do we have?	***Subject Knowledge***	I know how to consolidate and explain learning from the unit.
	Skills	**Give good reasons for the views they have and the connections they make.**

Disciplinary Vocabulary	
Hindu Brahman Deity Namaste Shiva Aum Atman Lakshmi Vishnu Brahma	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 4	Term	Spring 2

Cornwall Syllabus: L2.10
Why do Christians call the day that Jesus died 'Good Friday'?

Lesson Sequence		
Lesson 1: What can you remember about Holy Week?	***Subject Knowledge***	I now and remember the key events of Holy Week and where Salvation fits in the big story of the Bible.
	Skills	**Identify and describe the core beliefs and concepts studied.**
Lesson 2: How did people feel on Good Friday?	***Subject Knowledge***	I know how people felt on Good Friday and why.
	Skills	**Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers**
Lesson 3: Why did Jesus have to die and rise again?	***Subject Knowledge***	I know why Christians believe Jesus had to die and rise again.
	Skills	**Make clear links between texts/sources of authority and the core concepts studied.**
Lesson 4: Why is the Easter story important?	***Subject Knowledge***	I know why the Easter story is important for Christians today.
	Skills	**Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.**
Lesson 5: For Christians, why is Good Friday so important?	***Subject Knowledge***	I know why Good Friday is so important for Christians.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 6: Why do Christians call the day Jesus dies 'Good Friday'?	***Subject Knowledge***	I know why Christians call the day Jesus died 'Good Friday'.
	Skills	**Give good reasons for the views they have and the connections they make.**

Disciplinary Vocabulary	
Salvation Jerusalem Resurrection Forgiveness Crucifixion Palm Sunday Disciples Sin Easter Calvary	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 4	Term	Summer 1

Cornwall Syllabus: L2.1
What does it mean to be a Hindu in Britain today?

Lesson Sequence		
Lesson 1: What is Hindu Dharma?	***Subject Knowledge***	I know what Hindu Dharma is.
	Skills	**Identify some differences in how people put their beliefs into practice.**
Lesson 2: How and why do many Hindus perform Puja?	***Subject Knowledge***	I know how and why many Hindus perform Puja.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 3: What is dharma? What can we learn from the story of King Yudhishtira?	***Subject Knowledge***	I know what dharma is and what we can learn from the story of King Yudhishtira.
	Skills	**Identify and explain the core beliefs and concepts studied.**
Lesson 4: What does the Ramayana tell Hindus about dharma?	***Subject Knowledge***	I know what the Ramayana tells Hindus about dharma.
	Skills	**Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.**
Lesson 5: How and why do many Hindus celebrate Diwali?	***Subject Knowledge***	I know how and why many Hindus celebrate Diwali.
	Skills	**Describe how people show their beliefs in how they worship and in the way they live.**
Lesson 6: Can I plan a Diwali celebration for my local community?	***Subject Knowledge***	I know how to plan a Diwali celebration for the local community and evaluate its impact.
	Skills	**Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.**

Disciplinary Vocabulary	
Jindu Puja Ramayana Shrine Rama Dharma Deity Mandir Diwali Sita	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 4	Term	Summer 2

Cornwall Syllabus: L2.12
How and why do people mark the significant events of life?

Lesson Sequence		
Lesson 1: Are there special times of the year where we feel we belong?	***Subject Knowledge***	I know birthdays, family gatherings, weddings, baptisms, Christmas, Easter. Christmas and Easter are key Christian festivals.
	Skills	**Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.**
Lesson 2: What is a festival?	***Subject Knowledge***	I know festivals all involve celebration, community, remembrance and ritual. Festivals in Cornwall bring people together.
	Skills	**Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.**
Lesson 3: How and why do people celebrate festivals in Cornwall?	***Subject Knowledge***	I know how and why people celebrate a festival in Cornwall.
	Skills	**Identify some differences in how people put their beliefs into action.**
Lesson 4: What do we know about 'Montol' festival in Penzance, how is it celebrated?	***Subject Knowledge***	I know how and why people celebrate Montol festival in Cornwall to mark the winter solstice.
	Skills	**Identify some differences in how people put their beliefs into action.**
Lesson 5: How are Cornish festivals similar / different?	***Subject Knowledge***	I know the similarities and differences between two Cornish festivals.
	Skills	**Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.**

Disciplinary Vocabulary	
Christian Community Festival Sacred Church	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 5	Term	Autumn 1

Cornwall Syllabus: U2.1
What does it mean if Christians believe God is holy and loving?

Lesson Sequence		
Lesson 1 - What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God?	***Subject Knowledge***	I know words used by Christians to connect to their idea of God.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 2 - What does the Bible say God is like?	***Subject Knowledge***	I know what the Bible says God is like.
	Skills	**Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.**
Lesson 3 - How can ideas of God be expressed in art?	***Subject Knowledge***	I know how ideas of God can be expressed in art.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 4 - How do some Christians respond to a holy and loving God?	***Subject Knowledge***	I know how Christians respond to a holy and loving God.
	Skills	**Describe examples of ways in which people use texts / sources of authority to make sense of the core beliefs and concepts.**
Lesson 5 - How do churches and cathedrals reflect Christian ideas about God?	***Subject Knowledge***	I know how churches and cathedrals reflect Christian ideas about God.
	Skills	**Make clear connections between what people believe and how they live, individually and in communities.**
Lesson 6 - What does it mean if Christians believe God is holy and loving?	***Subject Knowledge***	I know what it means when Christians believe God is holy and loving.
	Skills	**Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently.**

Disciplinary Vocabulary	
Holy Omnipresent Omniscient Believer Eternal Loving Omnipotent Isaiah Testament	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 5	Term	Autumn 2

Cornwall Syllabus: U2.8
What does it mean to be a Muslim in Britain today?

Lesson Sequence		
Lesson 1 - How many Muslims and how many mosques are there in Britain?	***Subject Knowledge***	I know how many Muslims and mosques there are there in Britain.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 2 - How might the five pillars affect the lives of Muslims in Britain today?	***Subject Knowledge***	I know how the five pillars might affect the lives of Muslims in Britain today
	Skills	**Make clear connections between what people believe and how they live, individually and in communities.**
Lesson 3 - Why is Zakah/charity important to Muslims? How is charity important to you?	***Subject Knowledge***	I know why Zakah/charity is important to Muslims and can compare this to my own beliefs.
	Skills	**Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).**
Lesson 4 - Why do Muslims go on a pilgrimage?	***Subject Knowledge***	I know why Muslims go on a Pilgrimage.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 5 - Why do Muslims go on a Pilgrimage?	***Subject Knowledge***	I know why Muslims go on a Pilgrimage.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 6 - What does it mean to be a Muslim in Britain today?	***Subject Knowledge***	I know what it means to be a Muslim in Britain today.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**

Disciplinary Vocabulary	
Muslim Ibadah Submission Ramadan Shahadah Salah Sawm Zakah Hajj Pilgrimage	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 5	Term	Spring 1

Cornwall Syllabus: U2.9
Why is the Torah so important for Jewish people?

Lesson Sequence		
Lesson 1 - What do Jewish people look like, and where do we find Jewish people in the UK?	***Subject Knowledge***	I know what do Jewish people look like, and where we find Jewish people in the UK.
	Skills	**Make clear connections between what people believe and how they live, individually and in communities.**
Lesson 2 - What is the Torah? What is a Sefer Torah?	***Subject Knowledge***	I know what the Torah is. I know what a Sefer Torah is.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 3 - Why are there different types of synagogue in the UK?	***Subject Knowledge***	I know that there are different types of synagogue in the UK.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 4 - How does the Torah influence what Jewish people might eat?	***Subject Knowledge***	I know how the Torah influences what Jewish people might eat.
	Skills	**Make clear connections between what people believe and how they live, individually and in communities.**
Lesson 5 - How are Jewish people adapting festivals in the UK?	***Subject Knowledge***	I know how Jewish people are adapting festivals in the UK.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 6 - Why is the Torah important to Jewish people?	***Subject Knowledge***	I know why the Torah is important to Jewish people.
	Skills	**Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently.**

Disciplinary Vocabulary	
Torah Sefer Torah Orthodox Secular Pesach Synagogue Kosher Progressive Kashrut	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 5	Term	Spring 2

Cornwall Syllabus: U2.2
Creation and science; conflicting or complementary?

Lesson Sequence		
Lesson 1 - What can we find out about the creation story in Genesis 1?	***Subject Knowledge***	I know what we can find out about the creation story in Genesis 1.
	Skills	**Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.**
Lesson 2 - What might many Christians see as important in Genesis 1?	***Subject Knowledge***	I know what many Christians see as important in Genesis 1.
	Skills	**Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).**
Lesson 3 - What relationships do scientists have with religious worldviews?	***Subject Knowledge***	I know the relationship scientists have with religious worldviews.
	Skills	**Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently.**
Lesson 4 - How and why do some Christians see both science and religion as important?	***Subject Knowledge***	I know some Christians see both science and religion as important.
	Skills	**Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently.**
Lesson 5 - What are some different Christian views about the relationship between science and religion?	***Subject Knowledge***	I know some different Christian views about the relationship between science and religion.
	Skills	**Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently.**
Lesson 6 - Science and religion: conflicting or complementary?	***Subject Knowledge***	I know Science and religion can be seen as conflicting or complementary.
	Skills	**Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.**

Disciplinary Vocabulary	
Genesis Big Bang Theory Complementary Creation Literal Creator Conflicting Interpretation Theory	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 5	Term	Summer 1

Cornwall Syllabus: U2.11
What does it mean to be a Humanist in Britain today?

Lesson Sequence		
Lesson 1 – What does the 2021 census data tell us about British beliefs about religion?	***Subject Knowledge***	I know what the 2021 census data tells us about British beliefs about religion.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 2 – Humanists believe humans have 'natural origins' – what does this mean?	***Subject Knowledge***	I know that Humanists believe humans have 'natural origins' and what this means.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 3 – Why do Humanists reject the existence of God?	***Subject Knowledge***	I know why Humanists reject the existence of God.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 4 – If Humanists believe we only have one life, how do they believe we should spend it?	***Subject Knowledge***	I know that Humanists believe we only have one life and know how they feel we should spend it.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**

Disciplinary Vocabulary	
Humanist Humanism Belief Moral Golden Rule Worldview Values Authority	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 5	Term	Summer 2

Cornwall Syllabus: U2.10
What matters most to Humanists and Christians?

Lesson Sequence		
Lesson 1 - What matters most to Humanists and Christians?	***Subject Knowledge***	I know what matters most to Humanists and Christians.
	Skills	**Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).**
Lesson 2 - Who is Humanist? What codes for living do non-religious people use?	***Subject Knowledge***	I know who is Humanist. I know which codes for living non-religious people use.
	Skills	**Make clear connections between what people believe and how they live, individually and in communities.**
Lesson 3 - Who is Humanist? What codes for living do non-religious people use?	***Subject Knowledge***	I know who is Humanist. I know which codes for living non-religious people use.
	Skills	**Make clear connections between what people believe and how they live, individually and in communities.**
Lesson 4 - What value matters most to Christians? How does it show?	***Subject Knowledge***	I know what values matters most to Christians and how they are shown.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 5 - How do Humanists and Christians know how to act? What do they base their decisions on?	***Subject Knowledge***	I know how Humanists and Christians know how to act and what they base their decisions on.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 6 - What matters most to Humanists and to Christians?	***Subject Knowledge***	I know what matters most to Humanists and to Christians.
	Skills	**Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).**

Disciplinary Vocabulary	
Humanist Humanism Belief Moral Golden Rule Christian Worldview Values Authority	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 6	Term	Autumn 1

Cornwall Syllabus: U2.4
Christians and how to live: what would Jesus do?

Lesson Sequence		
Lesson 1 - Where do Christians find out about what Jesus did?	***Subject Knowledge***	I know where Christians find out about what Jesus did.
	Skills	**Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.**
Lesson 2 - Why do Christians think it is wise to follow Jesus' teachings?	***Subject Knowledge***	I know why Christians think it is wise to follow Jesus' teachings.
	Skills	**Make clear connections between what people believe and how they live, individually and in communities.**
Lesson 3 - What was Jesus' sermon on the mount about?	***Subject Knowledge***	I know what Jesus' sermon on the mount was about.
	Skills	**Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.**
Lesson 4 - How do some Christians follow Jesus' example in caring for those in need? (part 1)	***Subject Knowledge***	I know how some Christians follow Jesus' example in caring for those in need (part 1).
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 5 - How do some Christians follow Jesus' example in caring for those in need? (part 2)	***Subject Knowledge***	I know how some Christians follow Jesus' example in caring for those in need (part 2).
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 6 - How far do Jesus' teachings and actions inspire others?	***Subject Knowledge***	I know how Jesus' teachings and actions can inspire others.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**

Disciplinary Vocabulary	
Gospel Theology Luke Matthew Mark Interpretation Leprosy Christ-like Parables Commandments	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 6	Term	Autumn 2

Cornwall Syllabus: U2.3
Why do Christians believe that Jesus was the Messiah?

Lesson Sequence		
Lesson 1 - What was going on that meant the People of God needed a saviour?	***Subject Knowledge***	I know what was going on that meant the People of God needed a saviour.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 2 - What kind of rescuer/Messiah were people expecting?	***Subject Knowledge***	I know what kind of rescuer/Messiah people were expecting.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 3 - Why do Christians believe Jesus fulfils the expectations of the Messiah?	***Subject Knowledge***	I know why Christians believe Jesus fulfils the expectations of the Messiah.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 4 - Why do most Christians believe Jesus is the Messiah?	***Subject Knowledge***	I know why most Christians believe Jesus is the Messiah.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 5 - How does Christmas fit in with Christian beliefs about Jesus?	***Subject Knowledge***	I know how Christmas fits in with Christian beliefs about Jesus.
	Skills	**Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.**
Lesson 6 - Why do Christians believe that Jesus was the Messiah?	***Subject Knowledge***	I know why Christians believe that Jesus was the Messiah.
	Skills	**Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.**

Disciplinary Vocabulary	
Messiah Incarnation Saviour Immanuel Micah Theological Prophecy Gospel Prophet Isaiah	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 6	Term	Spring 1

Cornwall Syllabus: U2.7
Why do Hindus want to be good?

Lesson Sequence		
Lesson 1 - Who or what is Brahman?	***Subject Knowledge***	I know who or what Brahman is.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 2 - What is atman? What can be learned about atman through a Hindu story?	***Subject Knowledge***	I know what atman is and what can be learned about atman through a Hindu story.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 3 – What is samsara? Why is atman important? What else is important?	***Subject Knowledge***	I know what samsara is and why atman is important.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 4 – How might dharma affect the way someone lives their life?	***Subject Knowledge***	I know how dharma might affect the way someone lives their life.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 5 - What is ahimsa and how does it affect the lives of Hindu people?	***Subject Knowledge***	I know what ahimsa is and how it affects the lives of Hindu people.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 6 - Why do Hindus want to be good?	***Subject Knowledge***	I know why Hindus want to be good.
	Skills	**Make clear connections between what people believe and how they live, individually and in communities.**

Disciplinary Vocabulary	
Dharma Samsara Reincarnation Atman Duty Karma Moksha Brahman Ahimsa Deity	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 6	Term	Spring 2

Cornwall Syllabus: U2.5
What difference does the resurrection make to Christians?

Lesson Sequence		
Lesson 1 - Why do Christians believe Jesus was resurrected?	***Subject Knowledge***	I know why Christians believe Jesus was resurrected.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 2 - How do many churches mark Good Friday and Easter Sunday?	***Subject Knowledge***	I know how many churches mark Good Friday and Easter Sunday.
	Skills	**Make clear connections between what people believe and how they live, individually and in communities.**
Lesson 3 - What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt?	***Subject Knowledge***	I know the change in emotions felt for many Christians from Good Friday to Easter Sunday.
	Skills	**Describe examples of ways in which people use texts / sources of authority to make sense of the core beliefs and concepts.**
Lesson 4 - When and why might a Christian have to stand up for their beliefs?	***Subject Knowledge***	I know when and why a Christian might have to stand up for their beliefs.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 5 - Why do Christians have hope even when someone dies?	***Subject Knowledge***	I know why Christians have hope even when someone dies.
	Skills	**Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.**
Lesson 6 - What difference does the resurrection make to Christians?	***Subject Knowledge***	I know the difference resurrection makes to Christians.
	Skills	**Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.**

Disciplinary Vocabulary	
Salvation Resurrection Interpret Sacrifice Biblical Theological Gospel Eternal life Incarnation Funeral	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Year Group	Year 6	Term	Summer 1

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Cornwall Syllabus: U2.6
For Christians, what kind of king is Jesus?

Lesson Sequence		
Lesson 1 - In Jesus' parables, who is invited into God's kingdom?	***Subject Knowledge***	I know in Jesus' parables, who is invited into God's kingdom.
	Skills	**Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.**
Lesson 2 -According to Jesus' teachings, how important is forgiveness in God's kingdom?	***Subject Knowledge***	I know according to Jesus' teachings, how important forgiveness is in God's kingdom.
	Skills	**Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.**
Lesson 3 - How does Christian Aid try to make the world more like God's kingdom?	***Subject Knowledge***	I know how Christian Aid tries to make the world more like God's kingdom.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 4 - How do Christians see God's kingdom as being now and in the future?	***Subject Knowledge***	I know how Christians see God's kingdom as being now and in the future.
	Skills	**Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).**
Lesson 5 - For Christians, what are the features of God's kingdom and Jesus' kingship?	***Subject Knowledge***	I know for Christians, what the features of God's kingdom and Jesus' kingship are.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 6 - How do Christians try to live in God's kingdom?	***Subject Knowledge***	I know how Christians try to live in God's kingdom.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**

Disciplinary Vocabulary	
Parable Kingdom Salvation Forgiving Unforgiving Banquet Biblical Inheritance Social Unjust	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 6	Term	Summer 2

Cornwall Syllabus: U2.12
How does faith help people in Cornwall when life gets hard?

Lesson Sequence		
Lesson 1 - How many different faiths are there in Cornwall?	***Subject Knowledge***	I know there are many different faiths in Cornwall.
	Skills	**Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.**
Lesson 2 - Why did the teachings of John Wesley appeal to the people of Cornwall in particular?	***Subject Knowledge***	I know John Wesley offered a message of hope and faith.
	Skills	**Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).**
Lesson 3 - What help is available in Cornwall for people who are finding life hard?	***Subject Knowledge***	I know people can get help from charities, food banks, mental health services, and community groups that offer support with things like food, housing, and emotional care.
	Skills	**Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.**
Lesson 4 - How does the idea of an afterlife help people who have difficult lives?	***Subject Knowledge***	I know the idea of an afterlife gives people hope that there is something better after death.
	Skills	**Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).**
Lesson 5 - Why do so many people move to Cornwall to find peace?	***Subject Knowledge***	I know why different people move to Cornwall.
	Skills	**Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.**
Lesson 6 - What advice could you give someone in Cornwall who was finding life particularly tough?	***Subject Knowledge***	I know where people can get advice and can offer my own suggestions.
	Skills	**Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.**

Disciplinary Vocabulary	
Faith Charity Afterlife Peace Community	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*