

## Examples of Long-term Rolling Programmes for RE at Key Stages 1 and 2 following the RE-searchers Approach

Below are two examples of long-term rolling programmes for RE at Key Stage 1 and Key Stage 2. They represent an attempt by one teacher to implement the RE-searchers approach whilst fulfilling the requirements of the relevant local Agreed Syllabus. This is the *Cornwall Agreed Syllabus for Religious Education* (2014) (<http://www.cornwall.gov.uk/media/9227047/Agreed-syllabus-2014.pdf>, accessed 1<sup>st</sup> June 2015).

There are some tensions between the *Cornwall Agreed Syllabus for Religious Education* and the RE-searchers approach. The *Cornwall Agreed Syllabus* primarily emphasises the acquisition of knowledge and understanding of Christianity and the other principal religions represented in Great Britain (what we have called 'representation of religion(s)'). The RE-searchers approach *also* emphasises:

- (i) **research** (i.e. knowledge of interpretations, methodologies and methods used in the study of religion(s) and the ability to plan, carry out and evaluate an enquiry to study religion(s)) and
- (ii) **reflection and reflexivity** (i.e. pupils' knowledge of their own worldviews, and how these influence, and are influenced by, their learning about religion(s)).

The long-term rolling programmes below attempt to incorporate the subject knowledge that the *Cornwall Agreed Syllabus* requires pupils to acquire **and** the enquiry-based dimension of the RE-searchers approach. It is inevitable that such an attempt to accommodate a new approach within an existing curriculum framework will entail compromises. The *Cornwall Agreed Syllabus* states that 'teachers need to recognise that there are things to know and understand which pupils need in order to be considered religiously educated' (p. 11). In our approach, RE incorporates not only knowledge and understanding of religion(s), but also knowledge and understanding of how to learn about religion(s), and knowledge and understanding of what influence the learner might have on their learning and vice versa. The RE-searchers approach requires *different* (or *additional*) knowledge and understanding on the part of pupils rather than *less* knowledge and understanding.

**NOTE: In the long-term rolling programmes below, it is the last four rows pertaining to each year of study, that evidence the teacher's attempt to incorporate the RE-searchers approach within their practice. Specifically, this is demonstrated by the utilisation of enquiry-questions for each of the four RE-searcher characters to guide the teaching and learning in each term. It is anticipated that some of the subject knowledge would be taught directly as background knowledge, whilst other subject knowledge would be learned through enquiry-based learning.**

## Sir Robert Geffery's Long-term Rolling Programme for RE at Key Stage 1 following the RE-searchers Approach

| Year      | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|-----------|---|---|--|--|--|--|
| <b>A</b>  | <b>Christianity</b>   | <b>Christianity</b>   | <b>Christianity</b>  | <b>Christianity</b>  | <b>Hinduism</b>  | <b>Hinduism</b>  |
|           | <b>God</b>  | <b>Jesus: the Teacher and Healer</b>  | <b>The Christian Way of Life</b>   | <b>The Church</b>  | <b>Family, community and traditions</b>  | <b>Concepts, Truths and Values</b>   |
|           | <p><b>Description of God</b><br/>           Father – this means God who loves, cares and has authority,<br/>           Son – this means God who comes to be with us in the person of Jesus<br/>           The Holy Spirit - this Means God who is with us now, who brings us to the Father through Jesus<br/>           Creator – this means God who cares for the world and expects people to care for the world</p> <p><b>Evidence of God</b><br/>           Ways of understanding God are revealed and confirmed through the Bible, especially in the example of Jesus as well as by looking at the natural world.</p> | <p><b>Jesus as an historical figure</b><br/> <b>Key features of Jesus' life</b><br/>           Birth (Christmas)<br/>           Jesus' disciples and friends<br/>           Jesus as a healer and teacher; e.g. the two greatest commandments</p> <p><b>Jesus in Christian experience</b><br/>           Jesus is a special person for Christians<br/>           Following Jesus changed, and continues to change, people's lives</p> | <p><b>God and humanity</b><br/>           Christians believe that everyone is important and of equal value</p> <p><b>Beliefs, values and experience</b><br/>           Christians try to follow the examples of Jesus, especially his teaching on love and forgiveness<br/>           Famous Christians who set an example for others to follow, e.g. saints and others who live(d) a life of service</p> <p><b>Personal and community action</b><br/>           This may be done in the contexts of relationships with family and friends and caring for others</p> | <p><b>Worship</b><br/>           Worship may include:</p> <ul style="list-style-type: none"> <li>• Reading the Bible</li> <li>• Listening to stories</li> <li>• Teaching</li> <li>• Singing</li> <li>• Prayer</li> <li>• Baptisms and weddings</li> </ul> <p><b>Church structures and organisations</b><br/>           Things found in my local churches – seats, font, altar/table, Bibles, musical instruments<br/>           People who have a special role in the Church – ministers, elders, priests<br/>           Symbols (in some Churches) – cross/crucifix, liturgical colours, water, candles</p> | <p><b>Hindu traditions</b><br/>           Hinduism recognises both the commonality and diversity of religions</p> <p>Even though Hinduism originated in India, Hindus live all over the world and those living in Great Britain, or their ancestors, come from all over the world. Hindus believe that the whole world is a family. For most Hindus born in Great Britain, it is their home.</p> <p>Some Hindus in Britain may have contact with family members still living in India.</p> <p><b>The Importance of the family</b><br/>           Love and loyalty between all members of the extended family, e.g. respect for grandparents who often live with the family.</p> <p>The community as a family</p> | <p><b>One God</b><br/>           Represented through many different images and names, e.g. Rama and Sita, Krishna, Shiva and Ganesha linked to ancient stories.</p> <p><b>Puja in the home</b><br/>           The shrine<br/>           The Arti ceremony<br/>           Prashad (food blessed and served after prayer)</p> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Devotion to God</li> <li>• Respect for mother and Mother Earth</li> <li>• Respect for father and ancestors</li> <li>• Respect and care for other people and all living things</li> <li>• The importance of honesty and truthfulness</li> </ul> |
|           | <b>DD</b>   | Does God exist?   | Is/was Jesus a special person?   | Who are my neighbours and should I love them as I love myself?   | Should Christians go to church?  | Are family members more important than other members of our community?   |
| <b>AA</b> | What does God mean to Christians?   | Why do Christians today look to Jesus as a role model and what does it mean to do so?   | How do Christians choose new role-models?  | What do Christians value most about going to church?   | How important is the family to British Hindus?   | How do Hindus today devote themselves to God and what does this mean to them?  |
| <b>HH</b> | Can we learn anything about God from exploring and sensing the world around us?   | How might it feel as a Christian to participate in a Christingle service, and what might this communicate about Jesus?  | How can providing a service to others help me understand what Christians might feel when undertaking charitable work?  | What might it feel like to participate in church worship?  | How does it feel to treat members of our community like a family?  | What senses might be stimulated during a puja ceremony and how might I feel as a result?   |
| <b>SS</b> | What do the Old Testament stories teach us about God and his creation?  | How do we make sense of the Christmas story in the context of our own life-stories?   | How do stories about your heroes' lives compare to the lives of Christian heroes?  | How is belonging to a church like being a character in a story shared with others?   | How do our stories of leaving and meeting people and places prepare us to understand stories of immigration to Britain?  | What truths are contained in Hindu stories?  |

| Year<br>B | Hinduism   | Hinduism  | Christianity  | Christianity   | Christianity  | Christianity  |
|-----------|--|---|---|--|---|---|
|           | Scriptures   | Festivals   | The Bible   | Jesus as the Messiah   | The Church  | Cornwall as a place of spiritual inquiry  |
|           | <p><b>Names of important scriptures, for example</b></p> <ul style="list-style-type: none"> <li>• Vedas</li> <li>• Bhagavad Gita</li> <li>• Ramayana</li> </ul> <p><b>Stories about Rama and Krishna</b></p> <ul style="list-style-type: none"> <li>• Rama's exile and return</li> <li>• The childhood of Krishna</li> </ul> | <p>Important festivals, e.g. Diwali, Vijay Dashami, Holi, Raksha Bandhan and the giving of rakhis, the birthdays of Rama and Krishna</p> <p>Festival food</p> | <p><b>The nature of the Bible</b><br/>The holy books of the Christian faith</p> <p><b>Types of writing</b></p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Poems</li> <li>• Sayings</li> <li>• Laws</li> <li>• Letters</li> </ul> <p><b>Uses of the Bible</b><br/>Preaching and teaching in church<br/>Christians read from it regularly in order to inform their faith</p> | <p><b>Key features of Jesus' life</b><br/>Jesus died (Good Friday) and rose again (Easter Day) ascended into Heaven (Ascension) and sent his Holy Spirit (Pentecost)</p> <p><b>Jesus in Christian experience</b><br/>Jesus is a special person for Christians<br/>Jesus changed, and continues to change, people's lives</p> | <p><b>Characteristics of the Church</b><br/>Meaning of the term 'Church'</p> <ul style="list-style-type: none"> <li>• A community of believers</li> <li>• The name given to a variety of buildings where Christians usually meet</li> </ul> <p><b>The Church's year</b><br/>The Church's year is focused upon key celebrations of events in Jesus' life.<br/>These celebrations include</p> <ul style="list-style-type: none"> <li>• Sunday – the first day of the week and the celebration of the Resurrection throughout the year</li> <li>• Christmas</li> <li>• Easter</li> </ul> | <p>The marks left on the landscape which makes us ask questions, such as why are there:</p> <ul style="list-style-type: none"> <li>• Celtic Crosses</li> <li>• Special festivals</li> <li>• Special people, such as St Petroc, St Piran and the Cornish Saints</li> <li>• Standing stones</li> </ul> <p>Local stories and places of importance near the school.</p> |
| <b>DD</b> | To what extent are stories in the Hindu scriptures considered to be true by Hindus, by others and by you?  | Did the events celebrated at these festivals really happen? Does it matter either way?  | Is the Bible a holy and sacred book?  | Is Jesus alive today?  | Can any time be special?  | Do miracles, such as those of the Cornish Saints, happen today?   |
| <b>AA</b> | What do the stories of Rama and Krishna mean to British Hindus today?  | How and why are Hindu festivals celebrated by British Hindus today?   | Why is the Bible important to Christians today?   | What does the Easter story mean to Christians today?   | What does it mean to belong to a church?  | What does Cornwall mean to Christian pilgrims today?  |
| <b>HH</b> | What feelings and emotions do we experience when we explore Hindu scriptures for ourselves?  | What can re-enacting activities associated with Hindu festivals teach us about Hinduism?  | How can watching Christians re-enact biblical events help us understand the meaningfulness of those events to Christians?   | What does it feel like to sacrifice something for someone else?  | What does it feel like to experience the way Christians express their faith as a Church?  | Would it be appropriate for me to join in with the celebration of local places and Saints' Days, and what might I learn by doing so?  |
| <b>SS</b> | Which events in Hindu stories remind you of events in stories important to you?  | What do Hindu stories tell you about Hindu beliefs about God and creation?  | How is one Bible story similar to the 'Bible's Big Story'?  | How is Jesus' role in the Jewish and Christian stories different?  | How does the churches' year help Christians to remember the story that is at the heart of their faith?  | How do Cornish Saints compare to other Christian heroes and heroes in your own life?  |

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| <p><b>See above for exemplar questions that are characteristic of each RE-searchers' research preferences, values and aims</b></p> | <b>DD = Debate-it-all Derek</b> |
|  | <b>AA = Ask-it-all Ava</b>      |
|  | <b>HH = Have-a-go Hugo</b>      |
|  | <b>SS = See-the-story Suzie</b> |

## Sir Robert Geffery's School Programme for RE at Key Stage 2 following the RE-searchers Approach

| Year<br>A | Autumn 1<br>Christianity  | Autumn 2<br>Christianity  | Spring 1<br>Christianity  | Spring 2<br>Christianity   | Summer 1<br>Hinduism  | Summer 2<br>Hinduism  |
|-----------|---|---|---|--|---|---|
|           | <p><b>TOPIC:</b> The Old Testament: God and Human Nature (1)<br/><b>THEME:</b> sinfulness / disobedience</p>  | <p><b>TOPIC:</b> The Old Testament: God and Human Nature (2)<br/><b>THEME:</b> sinfulness / disobedience</p>  | <p><b>TOPIC:</b> The New Testament: The Teachings of Jesus<br/><b>THEME:</b> love / the kingdom of heaven</p>   | <p><b>TOPIC:</b> The New Testament: The Teachings of Jesus<br/><b>THEME:</b> love / ethics</p>   | <p><b>TOPIC:</b> What does it mean to be a Hindu?<br/><b>THEME:</b> belief vs culture</p>   | <p><b>TOPIC:</b> The Hindu Year<br/><b>THEME:</b> festivals and values</p>  |
|           | <p><b>The nature of God</b><br/>God as Father</p> <p><b>Description of God</b><br/>Language, symbols, stories and songs describe God as Creator and sustainer, Loving Ruler, Saviour, Just judge</p> <p><b>Evidence of God</b><br/>Ways of understanding God rest upon important foundations which are revealed and confirmed, for example, through scripture</p> <p><b>The nature of the Bible</b><br/>The Bible includes The Old Testament. It is the basis of Christian faith as a witness to the actions of God in the life of humanity</p> <p><b>Versions of the Bible in English</b><br/>The Bible as translated from its original languages of Hebrew, Aramaic and Greek</p> <p><b>Types of writing</b><br/>Types of writing: law</p> <p><b>God and humanity</b><br/>Beliefs that human beings</p> <ul style="list-style-type: none"> <li>• are made in the image and likeness of God</li> </ul> | <p><b>The nature of God</b><br/>God as Father</p> <p><b>Description of God</b><br/>Language, symbols, stories and songs describe God as Creator and sustainer, Loving Ruler, Saviour, Just judge</p> <p><b>Types of writing</b><br/>Types of writing, with examples: history and law</p> <p><b>Beliefs, values and experience</b><br/>The foundations of Christian morality</p> <ul style="list-style-type: none"> <li>• The Ten Commandments</li> </ul> <p><b>The Christian Way of Life</b></p> <p><b>God and humanity</b><br/>Beliefs that human beings</p> <ul style="list-style-type: none"> <li>• became sinful</li> <li>• can be redeemed</li> </ul> <p>How these beliefs are expressed in stories and pictures</p> <p><b>THE TEN COMMANDMENTS - PROVERBS</b></p> | <p><b>The Christian Bible also includes</b></p> <ul style="list-style-type: none"> <li>• The New Testament</li> <li>• The Apocrypha (in some traditions)</li> </ul> <p><b>Types of writing</b></p> <ul style="list-style-type: none"> <li>• Gospels</li> </ul> <p><b>Jesus as a historical figure</b><br/>He lived at the time of the Romans<br/>His story is told in the Gospels</p> <p><b>Key features of Jesus' life</b><br/>The life and teaching of Jesus as told in the Gospels:</p> <ul style="list-style-type: none"> <li>• Teaching about the Kingdom of God in parables and miracles</li> </ul> <p><b>Suggested parables:</b><br/>A farmer who scattered seed (Mark 4:3)<br/>The Prodigal Son (Luke 15:11)<br/>The Workers in the Vineyard (Matthew 20:1-16)<br/><i>The Parable of the Wedding Feast</i> (Luke 14:7-14)</p> | <p><b>The Bible</b></p> <ul style="list-style-type: none"> <li>• The New Testament</li> </ul> <p><b>Types of writing</b></p> <ul style="list-style-type: none"> <li>• Gospels</li> </ul> <p><b>Suggested parables:</b><br/>The Good Samaritan (Luke 10:25)<br/>The Widow's Mite (Mark 12:41-44)</p> <p><b>Beliefs, values and experience</b><br/>The foundations of Christian morality</p> <ul style="list-style-type: none"> <li>• Two greatest commandments</li> <li>• The Sermon on the Mount</li> </ul> <p><b>Key Christian Values (Fruit of the Spirit)</b></p> <ul style="list-style-type: none"> <li>• Love</li> <li>• Joy</li> <li>• Peace</li> <li>• Patience</li> <li>• Kindness</li> <li>• Goodness</li> <li>• Faithfulness</li> <li>• Gentleness</li> <li>• Self-control</li> </ul> <p><b>Personal and corporate commitment and action</b></p> | <p><b>God</b><br/>God is worshipped in diverse forms and/or is believed to be formless. Some forms include Vishnu, Krishna, Rama, Hanuman, Lakshmi, Shiva, Ganesha, Kali, Durga</p> <p>The complementary attributes of deities as male and female<br/>The concept of avatar</p> <p><b>Key beliefs</b><br/>The universe, and the endless cycle of creation, preservation and destruction<br/>Reincarnation (the cycle of birth and death)</p> <p><b>Hindu traditions</b><br/>Hinduism is originally an Indian religion, encompassing many traditions, sects and movements<br/>There are many Hindus living in Great Britain and other parts of the world<br/>The importance of close contact with families in India<br/>The importance of music, dance and drama</p> <p><b>The importance of the family</b><br/>Love and loyalty between all members of the extended family, e.g. grandparents often live with their family and are well</p> | <p><b>Festivals/the Hindu calendar</b><br/>Varsha Pratipada<br/>Birthdays of Rama and Krishna<br/>Diwali<br/>Raksha Bandhan<br/>Food associated with festivals and worship<br/>Dassehra</p> <p><b>Stories</b><br/>Rama's exile and return<br/>The childhood of Krishna<br/>Stories with a moral, e.g. those from the Panchatantra or Hitopadesh</p> |

|           |  |  |  |  |   |   |
|-----------|--|--|--|--|---|---|
|           | <ul style="list-style-type: none"> <li>became sinful</li> <li>can be redeemed</li> </ul> <p><b>CREATION</b><br/><b>ADAM AND EVE</b><br/><b>NOAH</b></p>        |  |  | <p>This may be expressed in:</p> <ul style="list-style-type: none"> <li>personal relationships</li> <li>caring and healing</li> <li>attitudes to social issues</li> <li>attitudes to global issues</li> </ul> <p>How Christian beliefs and values are expressed through exemplars of the faith and through Christian organisations</p> | <p>respected</p> <p>The community and the whole world as a family</p> <p>How Hindu values and rituals are learnt in the home</p>                |   |
| <b>DD</b> | Do the biblical creation stories tell us more about <b>HOW</b> the world was created or <b>WHY</b> it was created?   | What would life be like if everybody followed Biblical rules?  | Does God treat people fairly in the parables of Jesus?   | Who are our neighbours and should we love them?  | What reasons and/or evidence support belief in reincarnation?   | Can religious rituals (such as Aditya Homa) make the world a better place?  |
| <b>AA</b> | How do Christians today explain human suffering?   | How do Christians interpret teachings from the book of Proverbs today?   | How do Christians today understand Jesus' parables?  | Which of the 'Fruits of the Spirit' do Christians today find the hardest to demonstrate?   | What does the family mean to Hindu's today?   | Which stories of deities do Hindus like to remember today and why?  |
| <b>HH</b> | How can you see and experience God's creation, promises and human sinfulness in the world through sorting images of the world from newspapers and other media? | Can you imagine what it is like to despair of the worship of idols, images and objects, and what emotions might be aroused by throwing such things away? | By role-playing different parable characters, do you better understand Christian beliefs about God's openness to all who hear him? | How can we use Jesus as a role model to do charitable acts?  | Can experience of Indian music, dance and drama help us to understand why Indian culture might be cherished by Hindu's living in Britain today? | How does performing rituals of Raksha Bandhan help us understand the value that Hindu's place on brother and sister-like relationships? |
| <b>SS</b> | How do people interpret the story of Noah and the flood differently?   | How does the story of Moses and the Ten Commandments relate to the 'Bible's Big Story'?  | How do stories from our own lives impact on our understanding of the parables?   | How do you make sense of Jesus' teachings in the Sermon on the Mount in the context of your own life?  | What do Hindu stories communicate about god?  | Which stories do Hindus celebrate at New Year and why?  |

| Year      | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|-----------|--|---|--|--|--|---|
| <b>B</b>  | <b>Christianity</b>  | <b>Christianity</b>   | <b>Christianity</b>  | <b>Christianity</b>  | <b>Judaism</b>   | <b>Judaism</b>  |
|           | <b>TOPIC:</b> The Old Testament: God and God's People<br><b>THEME:</b> promises / obedience  | <b>TOPIC:</b> Messianic prophecies and the birth of Jesus<br><b>THEME:</b> Messianic prophecy   | <b>TOPIC:</b> The New Testament and the Life of Jesus<br><b>THEME:</b> faith   | <b>TOPIC:</b> The New Testament and the Life of Jesus<br><b>THEME:</b> the new covenant  | <b>TOPIC:</b> Being Jewish<br><b>THEME:</b> evidence of beliefs  | <b>TOPIC:</b> Interpreting the Torah<br><b>THEME:</b> scripture in action   |
|           | <p><b>God</b><br/><b>The nature of God</b><br/>God as Father</p> <p><b>Evidence of God</b><br/>Ways of understanding God rest upon important foundations which are revealed and confirmed through:</p> <ul style="list-style-type: none"> <li>• Scripture</li> </ul> <p><b>The Bible includes</b><br/>The Old Testament, noting the difference between Orthodox, Catholic and Protestant canons</p> <p><b>Versions of the Bible in English</b><br/>The Bible as translated from its original languages of Hebrew, Aramaic and Greek</p> <p><b>The Bible includes</b></p> <ul style="list-style-type: none"> <li>• The Old Testament, noting the difference between Orthodox, Catholic and Protestant canons</li> </ul> <p><b>Types of writing</b><br/>Types of writing, with examples:</p> <ul style="list-style-type: none"> <li>• history</li> <li>• law</li> </ul> <p><b>ABRAHAM / MOSES / JOSHUA / JONAH</b></p> | <p><b>God</b><br/><b>The nature of God</b><br/>God as Father</p> <p><b>Evidence of God</b><br/>Ways of understanding God rest upon important foundations which are revealed and confirmed through:</p> <ul style="list-style-type: none"> <li>• Scripture</li> </ul> <p><b>Versions of the Bible in English</b><br/>The Bible as translated from its original languages of Hebrew, Aramaic and Greek</p> <p><b>The Bible also includes</b></p> <ul style="list-style-type: none"> <li>• The New Testament</li> <li>• The Apocrypha (in some traditions)</li> </ul> <p><b>Types of writing</b><br/>Types of writing, with examples:</p> <ul style="list-style-type: none"> <li>• prophecy</li> <li>• gospel</li> </ul> <p><b>PROPHECIES (AND THE BIRTH OF JESUS)</b></p> | <p><b>God</b><br/><b>The nature of God</b><br/>The three persons of the Trinity, expressed through symbols and language<br/>God as Father, Son and Holy Spirit<br/>The Stories of the Baptism of Jesus as revealing the Trinity<br/>Jesus' command to baptise in <b>the name</b> of the Father, and the Son and the Holy Spirit</p> <p><b>Key features of Jesus' life</b><br/>The life and teaching of Jesus as told in the Gospels:</p> <ul style="list-style-type: none"> <li>• His birth and its meaning</li> <li>• Baptism and temptations</li> <li>• Disciples, friends and followers</li> </ul> <p><b>BAPTISM / TEMPTATIONS / MIRACLES</b></p> | <p><b>The Bible</b><br/><b>The nature of the Bible</b><br/>Basis of Christian faith as a witness to the actions of God in the birth, life, death, resurrection and ascension of Jesus Christ</p> <p><b>Key features of Jesus' life</b><br/>The life and teaching of Jesus as told in the Gospels:</p> <ul style="list-style-type: none"> <li>• Holy Week and the Passion Narratives</li> <li>• The Resurrection</li> <li>• The Ascension into Heaven from where he will come to judge the living and the dead</li> </ul> <p>Beliefs about Jesus – Son of God, Son of Man, Saviour, Messiah, Redeemer, Conqueror</p> <p><b>HOLY WEEK / CRUCIFIXION / RESURRECTION / ASCENSION</b></p> | <p><b>G-d</b><br/><b>Jewish belief about G-d</b><br/>G-d is One, good<br/>G-d is the Creator<br/>G-d cares for all people</p> <p><b>Belief exemplified through</b><br/>The Shema: mezuzah, tefillin, tzizit<br/>The first five of the Ten Commandments<br/>Psalms and songs<br/>Prayer<br/>Stories from the Tenakh<br/>Wearing of kippah and tallit</p> <p><b>The importance of the Torah: written and oral</b><br/>The Sefer Torah and the work of the scribe in faithfully writing the Torah Scrolls for new generations<br/>G-d giving the Torah at Mount Sinai and how different traditions understand the origins and nature of the Torah</p> <p>Commandments, laws and rules (613 mitzvot) which set out how people should live</p> <p>Sayings which express values</p> <ul style="list-style-type: none"> <li>• 'Love your neighbour as yourself'</li> <li>• 'Love the stranger'</li> </ul> | <p><b>Stories</b></p> <ul style="list-style-type: none"> <li>• the Patriarchs and the Matriarchs</li> <li>• the life of Moses</li> <li>• the life of Rabbi Akiva and other rabbis from the Talmudic times</li> <li>• the lives and stories of the Baal Shem Tov and Rabbi Nachman of Breslov</li> <li>• the lives of Rabbis Leo Baeck and Hugo Gryn</li> </ul> <p><b>Diversity within the Jewish community</b><br/>Orthodox, Masorti, Reform and Liberal Judaism and how that is seen in Cornwall and Devon<br/>Differences of opinion and practice in relation to the place of women in the synagogue, the keeping of kosher and the nature of Jewish status as understood in different branches of Judaism</p> <p><b>Shabbat</b></p> <ul style="list-style-type: none"> <li>• the preparation</li> <li>• the lighting of the candles</li> <li>• blessing the children</li> <li>• blessings using wine and challah</li> <li>• quality family time</li> <li>• the three Shabbat meals</li> <li>• the Creation</li> </ul> <p><b>Care for the world and the environment</b></p> |
| <b>DD</b> | <b>Who (if anybody) should we obey?</b>  | <b>Are the birth stories of Jesus true? Are truths contained within them?</b>   | <b>Do miracles really happen?</b>  | <b>Did Jesus come back to life?</b>  | <b>Should G-d have favourites? Why (not)?</b>  | <b>Do religious texts have one true meaning?</b>  |

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| <b>AA</b> | What does 'obedience to God' mean to Christians today?  | How do Christians today understand the word Messiah?   | How are the temptations of Jesus understood by Christians today?  | Why do Christians attempt to share in Jesus's suffering?   | How do Jewish people in Britain today show what they believe to others?                                  | How do different Jewish communities interpret teachings from the Torah?                             |
| <b>HH</b> | How does role-playing Joshua - following God's instructions - help us to understand the challenges of trusting and being obedient of God? | Does participating in (or watching) a nativity play, help you better understand the significance of Jesus' birth for Christians? | Can observing a magic trick or apparent miracle help us to understand and feel what it might have been like to marvel at a miracle? | Can role-playing an oppressed community contemplating how to prepare for a saviour and king, help us to understand the surprising nature of the claims made about Jesus' Messiah-ship? | How does observing Jewish practices help us to understand what is it like to treat a text 'like a king'? | How does using our own time differently help us to empathise with those who set aside time for G-d? |
| <b>SS</b> | How is the story of Jonah interpreted differently by different people?  | How do Christian and Jewish interpretations of the Messiah prophecy differ? Why?   | Why did the disciples follow Jesus, and what does discipleship mean for Christians today?   | How do the events of the Last Supper relate to the 'Bible's Big Story'?  | What do stories from the Torah teach Jews about their identity?  | How have rabbinical stories been thought to communicate the wisdom of the Torah?                    |

| <b>Year C</b> | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>  |
|---------------|---|---|--|--|---|--|
|               | <b>Christianity</b>   | <b>Christianity</b>   | <b>Christianity</b>  | <b>Christianity</b>  | <b>Islam</b>  | <b>Islam</b>   |
|               | <b>TOPIC:</b> The History of the Christianity<br><b>THEME:</b> inspiration, persecution, growth and division  | <b>TOPIC:</b> The History of the Christianity in Cornwall<br><b>THEME:</b> inspiration, persecution and division  | <b>TOPIC:</b> The Church<br><b>THEME:</b> community and identity   | <b>TOPIC:</b> The Church<br><b>THEME:</b> community and worship  | <b>TOPIC:</b> Islamic Believe<br><b>THEME:</b> belief and revelation  | <b>TOPIC:</b> Submission to Allah<br><b>THEME:</b> worship and belief in action  |
|               | <p><b>The history of the Church</b><br/>Key figures in the history of the Church, especially with reference to Christianity coming to and developing in Great Britain<br/>Different translators and translations and how they shape the language of different churches</p> <p><b>Types of writing</b><br/>Types of writing, with examples:<br/>• letters</p> <p><b>Versions of the Bible in English</b><br/>How the Bible has been translated into different languages found in the British Isles (Welsh, Gaelic, Scots, Cornish as well as youth speak and dialect Bibles)</p> | <p><b>Cornwall as a place of Christianity</b><br/>The Prayer Book Rebellion of 1549<br/>The coming of Non-conformity, its diversity and the importance of John Wesley and Methodism in today's Cornwall<br/>Catholic Emancipation in the 19th Century and its effects in Cornwall<br/>The foundation of the Diocese of Truro and the importance of the Cathedral for many who live in Cornwall today<br/>The translation of the New Testament into Cornish</p> <p><b>Evidence of God</b><br/>Ways of understanding God are believed to rest upon important foundations which are revealed</p> | <p><b>The Church Characteristics of the Church</b><br/>The Church as a community of believers from all races and nationalities</p> <p><b>Beliefs about the Church</b><br/>The family of believers past, present and future<br/>Guided by the Holy Spirit, it carries on the work of Jesus</p> <p><b>The nature of God</b><br/>The three persons of the Trinity, expressed through symbols and language<br/>God as Father, Son and Holy Spirit</p> <p><b>How the Church celebrates its identity</b><br/>• Baptism and confirmation<br/>• Ordination</p> | <p><b>Worship</b><br/>The Eucharist, the Lord's Supper, the Lord's Table, the Breaking of Bread, Mass, the Divine Liturgy<br/>The use of silence and language in worship<br/>Some prayers and their meanings, especially the Lord's Prayer</p> <p><b>Uses of the Bible</b><br/>Its use in personal devotion<br/>Its use in public worship:<br/>• how it is read in services in different Christian traditions<br/>• how the Gospel often has special status<br/>• use of Psalms as both readings and as songs for worship<br/>• readings for festivals focusing on particular events in the life of Jesus in some churches</p> | <p><b>TAWHID (ONENESS OF ALLAH)</b><br/>• Allah's attributes revealed in the Qur'an<br/>• Signs of Allah's creation through nature<br/>• Human beings as the best of Allah's creation</p> <p><b>IMAN (FAITH)</b><br/><b>The six articles of faith</b><br/>• The Unity of God<br/>• The angels (messengers) of God<br/>• The books of God (e.g. the Qur'an)<br/>• The prophets of God, especially Muhammad<br/>• The Day of Judgement<br/>• The supremacy of God's will</p> <p><b>Sources of Islam</b><br/>Qur'an, Sunnah - the customs and practices, Hadith- the</p> | <p><b>IBADAH (WORSHIP AND BELIEF IN ACTION)</b><br/><b>The Five Pillars of Islam</b></p> <p><b>Shahadah</b><br/>• The declaration of faith in the Oneness of Allah.<br/>• Muhammad is the final Messenger of Allah and the Seal of the Prophets amongst most Muslims.</p> <p><b>Salah</b><br/>• Occurs five times daily<br/>• Focuses on Allah as the One True God<br/>• The different positions within salah and their meaning</p> <p><b>Sawm</b><br/>Ramadan<br/>• fasting from before dawn to sunset during this month as</p> |

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|           |  | and confirmed through the teaching of the Church   | <b>Church structures and organisations</b><br>How buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the community             | <b>The Church's year</b><br>The structure of the year around the key events in the life of Jesus and the history of the Church:<br><br>Advent and Christmas<br>Lent, Holy Week and Easter<br>Ascension and Pentecost<br><br>How these events are celebrated in different parts of the world | record of the sayings and actions of the Muhammed<br>Stories from Sunnah, Hadith and Sirah<br><br><b>Books of Guidance</b><br>The Qur'an as the final revelation and ultimate source of guidance<br>Muslims recognise that God has given other books such as the Scrolls of Ibrahim, Tawrah (Torah), Zabur (the Book of Psalms), Injil (Gospel)<br><br><b>Messengers of Allah</b><br>The Prophet Muhammad - his key role as the final Prophet and recipient of the final Divine revelation in the Arabic language. Other Prophets associated with books of guidance, e.g. Ibrahim, Musa, Dawud and Isa | commanded by Allah in the Qur'an<br><br><b>Zakah</b><br>Zakah - purification of wealth by obligatory contributions to the community fund<br>Khums - contribution (additional to Zakah) of one-fifth of net income paid by the Shi'ah community<br><br><b>Hajj</b><br>Hajj the pilgrimage to Makkah held every year and the obligation for a Muslim to go on Hajj once in a lifetime if able |
| <b>DD</b> | To what extent has Christianity been a force for good in history?  | How far should Christian buildings in Cornwall be protected?   | Is there a God and if so what is (s)he like?   | Can you be a Christian without going to church?   | Do messengers of God exist? If so, in what sense?  | Who or what should we live our lives for?   |
| <b>AA</b> | Which of the key figures in the history of the Church are still thought of as role-models for Christians today?    | Why do Catholics and Methodists still worship differently today?   | Why do Christians get baptised and confirmed today?  | Why do Christians today still follow the structure of the Church's year?  | How do the Messengers of Allah inspire Muslims today?  | Which of the five pillars of Islam is the most significant for Muslims today?   |
| <b>HH</b> | Can you imagine what it is like to communicate the 'Good News' about Jesus to people who have not heard about him? | How can observing or participating in different types of church worship help you understand why methods of worship might matter to Christians? | Would it be appropriate for me to join in with Christian rituals? How might it enable me to develop a sense of what it means to belong to the Christian community? | Can you imagine what Christian worship might offer you (if anything) personally, socially and emotionally?  | How can looking for forms and patterns in nature help you understand Muslim beliefs and feelings about the nature of Allah's creation?   | Can the development and performance of a routine of specific body positions, each conveying a particular meaning, provide insights into the feelings and emotions of Muslims in prayer?   |
| <b>SS</b> | How have Christian missionaries been inspired by Christian stories differently?                                    | How was John Wesley inspired to change things by the Gospel accounts of Jesus?   | What does church architecture tell us about how different Christian denominations interpret biblical stories?  | How does Christian worship seek to involve Christians in some way in the events contained in bible stories?   | How do stories about the prophets guide Muslims today?   | How does the Hajj involve Muslims in the story of Islam?  |

| Year     | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|----------|---|---|--|--|---|---|
| <b>D</b> | <b>Christianity</b>   | <b>Christianity</b>   | <b>Sikhism</b>   | <b>Sikhism</b>   | <b>Christianity</b>   | <b>Christianity</b>   |
|          | <p><b>TOPIC:</b> A Christian Life</p> <p><b>THEME:</b> belonging, belief and behaviour</p>  | <p><b>TOPIC:</b> Rites of passage</p> <p><b>THEME:</b> believing, belonging, committing and dying</p>   | <p><b>TOPIC:</b> Building Values</p> <p><b>THEME:</b> beliefs, values and buildings</p>  | <p><b>TOPIC:</b> The Guru Granth Sahib and Sikh Rites of Passage</p> <p><b>THEME:</b> ceremonies and rituals</p>   | <p><b>TOPIC:</b> Cornwall as a place spiritual inquiry</p> <p><b>THEME:</b> community and worship</p>   | <p><b>TOPIC:</b> Independent study</p> <p><b>THEME:</b> Conducting your own enquiry</p> |
|          | <p><b>Beliefs, values and experience</b><br/>The foundations of Christian morality</p> <ul style="list-style-type: none"> <li>• The two greatest commandments</li> <li>• The Ten Commandments</li> <li>• The Sermon on the Mount</li> </ul> <p><b>Jesus in Christian experience</b><br/>The effect of Jesus on the lives of the individuals<br/>Beliefs about Jesus – Saviour, Redeemer, Conqueror</p> <p><b>Key Christian Values (Fruit of the Spirit)</b></p> <ul style="list-style-type: none"> <li>• Love</li> <li>• Joy</li> <li>• Peace</li> <li>• Patience</li> <li>• Kindness</li> <li>• Goodness</li> <li>• Faithfulness</li> <li>• Gentleness</li> <li>• Self-control</li> </ul> <p><b>Personal and corporate commitment and action</b><br/>This may be expressed in:</p> <ul style="list-style-type: none"> <li>• personal relationships</li> <li>• caring and healing</li> <li>• attitudes to social issues</li> <li>• attitudes to global issues</li> </ul> <p>How Christian beliefs and values are expressed through exemplars of the faith and through Christian organisations</p> <p><b>Evidence of God</b></p> | <p><b>God and humanity</b><br/>Beliefs that human beings</p> <ul style="list-style-type: none"> <li>• are made in the image and likeness of God</li> <li>• became sinful</li> <li>• can be redeemed</li> </ul> <p>How these beliefs are expressed in stories and pictures</p> <p><b>Uses of the Bible</b><br/>As a basis for art, song and culture</p> <p><b>Significant life events</b><br/>Birth and growing-up and how in some traditions these relate to baptism and confirmation but not other traditions<br/>Marriage<br/>Death and the different ways funerals are conducted<br/>Different attitudes to the dead and why some Christians keep the commemoration of All Souls Day and others do not</p> | <p>Guru Nanak, the first Guru - his call, journeys and teachings</p> <p><b>Belief</b><br/>Sikhs believe in One God who is</p> <ul style="list-style-type: none"> <li>• the Supreme Truth</li> <li>• the Ultimate Reality</li> <li>• the Creator of all things</li> </ul> <p><b>Values</b><br/>Meditation based on the scriptures (Nam Simran)<br/>Earning by honest means (kirat karna)<br/>Sharing (vand chhakna)<br/>Service to all human beings (sewa)<br/>Acceptance of God's will (hukam)<br/>Equality of gender - all functions are shared by both men and women<br/>Equality of race and creed - the oneness of humanity</p> <p><b>Gurdwara</b><br/>A place of Sikh worship, which extends a welcome to men and women of all races and creeds</p> <p>Features include</p> <ul style="list-style-type: none"> <li>• congregation/community (sangat)</li> <li>• common meal (langar)</li> </ul> <p>Significant people include</p> <ul style="list-style-type: none"> <li>• Granthi, who reads the Guru</li> </ul> | <p><b>The Guru Granth Sahib</b><br/>The teachings of Guru Nanak and other Gurus and saints, outlining the principles and practices of Sikhism<br/>Its guidance is treated as that of a living Guru<br/>At festivals and special occasions there is a complete unbroken reading from the Guru Granth Sahib (Akhand Path)</p> <p>Guru Gobind Singh - founded the Khalsa</p> <p><b>Ceremonies, including</b></p> <ul style="list-style-type: none"> <li>• Naming</li> <li>• Turban tying</li> <li>• Amrit ceremony</li> <li>• Marriage</li> <li>• Death</li> </ul> <p><b>The Five K's (obligatory for members of the Khalsa)</b><br/>Kesh, Kangha, Kara, Kachera, Kirpan</p> <p><b>Symbols</b><br/>Ik Onkar (there is one God)</p> <ul style="list-style-type: none"> <li>• appears at the beginning of each major composition in the scriptures</li> </ul> <p>Khanda</p> <ul style="list-style-type: none"> <li>• the Sikh symbol</li> <li>• a double-edged sword</li> </ul> | <p><b>Cornwall as a place of Christianity</b><br/>How Christianity came to Cornwall<br/>The Celtic Church and why Celtic Christian spirituality has become so important for some in Cornwall in the 21st century</p> <p><b>Cornwall as a place spiritual inquiry</b><br/>Why people feel attracted to Cornwall as a centre of spirituality and spiritual experience<br/>The development of local celebrations which look beyond the origins of Christianity in Cornwall</p> <p><b>Evidence of God</b><br/>Ways of understanding God rest upon important foundations which are revealed and confirmed through:</p> <ul style="list-style-type: none"> <li>• Human experience</li> <li>• The presence of the Holy Spirit in the lives of Christians</li> <li>• The natural world</li> </ul> | <p><b>CONTENT DICTATED BY THE PUPILS</b></p>  |

|           |   |  |   |  |  |   |
|-----------|---|--|---|--|--|---|
|           | Ways of understanding God rest upon important foundations which are revealed and confirmed through, for example, the presence of the Holy Spirit in the lives of Christians |  | Granth Sahib and preaches and explains the text <ul style="list-style-type: none"> <li>• musicians and singers</li> </ul> |  |  |   |
| <b>DD</b> | Is a Christian life a good life?  | Is there life after death?   | How, if at all, can we be considered to be equal?   | Is there life after death?   | Is Cornwall spiritual?   | Questions and enquiry methods selected in negotiation with / by the pupils. |
| <b>AA</b> | How is Jesus a role model for Christians and Christian organisations today?   | Why do Christians choose the church as the place where they celebrate life events?   | What is the significance of the Gurdwara for Sikhs today?   | How important is the Guru Granth Sahib to Sikhs today?   | Why are people attracted to Cornwall as a centre of spirituality and spiritual experience?                         |   |
| <b>HH</b> | How can demonstrating the 'Fruits of the Spirit' help me understand their value to Christians?  | How can meditating on Christian art help you understand why art is used to inspire, guide and console Christians throughout their lives? | To what extent can visiting a Gurdwara help me understand Sikh values?  | How can re-enacting the Amrit ceremony help us understand why Sikhs go through this initiation rite? | How can visiting Cornish sacred spaces help me to understand why they are considered sacred?                       |   |
| <b>SS</b> | How do your role models' stories compare to a range of Christian role models' stories?  | How does the 'Bible's Big Story' provide a map for Christians' own lives?  | How does the design of a Gurdwara reflect themes from the stories of Guru Nanak?  | How is the story of the founding of the Khalsa interpreted differently by different people?          | How do people interpret the Cornish landscape differently as a result of the religious stories they identify with? |   |

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|---|---------------------------------|
| <b>See above for exemplar questions that are characteristic of each RE-searchers' research preferences, values and aims</b> | <b>DD = Debate-it-all Derek</b> |
|   | <b>AA = Ask-it-all Ava</b>      |
|   | <b>HH = Have-a-go Hugo</b>      |
|   | <b>SS = See-the-story Suzie</b> |