

## CUMWHINTON SCHOOL

### Yearly Overview- R.E.

The RE curriculum at Cumwhinton school follows the Cumbria agreed Syllabus 2017 which is the legal document to be followed for the teaching of RE in Community and Voluntary Controlled schools in Cumbria.

The Cumbria syllabus lays out the following coverage: Christianity should be studied throughout each key stage. The other 5 principal religions represented in Britain should be studied across the key stages these are: Judaism and Islam, Hinduism, Buddhism and Sikhism. By the end of KS2 pupils should have an adequate understanding of at least 3 religions. They should also have knowledge of aspects of other religions and world views, especially those with a significant local or topical presence.

We have used the agreed syllabus and made it relevant for our pupils at Cumwhinton by using our school values as the lens through which very deliberate and specific content is viewed in RE. Each year group will have the opportunity to investigate each of the school values during their RE sessions in a planned and progressive way ensuring that knowledge and skills are developed and embedded.

RE is a core area of the curriculum. This curriculum is based upon the expectation that the equivalent of **at least one hour a week** is devoted to RE at each of the Key Stages. This may be a lesson a week or it may be used flexibly to enable more sustained work, or cross-curricular work. Each section of learning includes a concept which is explored using a key question.

[Links to our Cumwhinton values are in blue.](#)

[The religion that is covered is in green.](#)

The concept and key questions are in black. Teachers will ensure that pupils know and understand the key points of each concept and allow them time to question, reflect and respond before encouraging pupils to record their own thoughts and opinions. Teachers will refer to appendix 2 of the Cumbria agreed syllabus for suggested learning experiences or the linked lesson ideas.

	Autumn Term	Spring Term	Summer Term
	<p>Humanity</p> <p>Having a voice</p> <p>Diversity, Fairness, Individuality</p>	<p>Innovation</p> <p>Seizing the chance</p> <p>Truth, Change, Resilience</p>	<p>The World</p> <p>Being the change</p> <p>Responsibility, Equality, Sustainability</p>
Yr 1	<p>Our community - pupils will begin to learn about the Christmas story and will investigate our local community considering what may be available to give as a gift.</p> <p>Christianity</p> <p>Concept - Incarnation/ Christmas story</p> <p>What is the Nativity story? What gifts might Christians in Carlisle have given Jesus if he had been born here rather than in Bethlehem?</p>	<p>Change - pupils will look at the example of Jesus and consider how and why he was not afraid to take chances.</p> <p>Christianity</p> <p>Concept - Palm Sunday/salvation</p> <p>What happened on Palm Sunday? Why was Jesus treated like a celebrity on Palm Sunday? What new ideas did Jesus bring to the world?</p> <p>Resilience - pupils will use Shabbat to begin to understand how rest, reading and research can help them to be more resilient.</p> <p>Judaism /Christianity</p>	<p>Sustainability - pupils will use the creation story to consider what Christian teaching is around environmental issues and they will begin to consider their own role as global citizens of the future.</p> <p>Christianity</p> <p>Concept - God/creation story</p> <p>What is the creation story from the bible? How does God want Christians to treat the world?</p> <p>Responsibility - Pupils begin to reflect on the impact that their actions may have on others and on the world.</p>

	<p>Diversity - pupils will begin to consider how to be kind to others even when they are different or when they don't agree.</p> <p>Christianity</p> <p>Concept - Incarnation/love thy neighbour commandment and various other relevant bible stories.</p> <p>Was it always easy for Jesus to be a friend?</p>	<p>Concept - Shabbat and Sabbath</p> <p>What does Shabbat mean to Jewish people? Is Shabbat the same as Sabbath? Can I Shabbat? Will Shabbat help me to be more resilient?</p>	<p>Judaism</p> <p>Concept - Rosh Hashanah and Yom Kippur</p> <p>What are Rosh Hashanah and Yom Kippur and why they are important to Jewish children? What can we learn from them?</p>
Yr 2	<p>Community - pupils will begin to learn more about our local community and one of the religions observed.</p> <p>Islam</p> <p>Concept - the 5 pillars of Islam</p> <p>What does a person who follows the Muslim faith believe? What are the 5 pillars of Islam?</p> <p>Our community - pupils will visit and research the cathedral in Carlisle to</p>	<p>Change - Pupils will discuss and investigate the changes that a Jewish child will go through in relation to their religion.</p> <p>Judaism</p> <p>Concept - Rites of Passage - Bar Mitzvah and Bat Mitzvah</p> <p>How do Jewish people show commitment to God? What rituals do Jewish children experience as part of growing up?</p>	<p>Responsibility - Pupils will look at the very specific instructions given to the Israelites for Passover and understand how they had to be responsible and carry out the instructions carefully.</p> <p>Judaism/Christianity</p> <p>Concept - Passover</p> <p>What is the story of Passover? What did God ask of the Israelites during Passover? How is Passover celebrated by Jewish</p>

<p>gain a better understanding of one of the major religious landmarks in our city.</p> <p><b>Christianity</b></p> <p>Concept - symbols</p> <p><i>Carlisle Cathedral KS1 Discover the Cathedral visit</i></p> <p>Experience the awe and wonder of visiting Carlisle Cathedral, explore the key elements that make a church and the signs and symbols of belonging to Christianity. Discover the importance of the church as a sacred space for Christians and be inspired by the Cathedral to get creative through a variety of fun and engaging activities.</p> <p>What are some symbols of the Christian faith? Where do Christians in our city worship? What makes a city? Do all cities have a cathedral? Are new cathedrals built?</p>	<p>Having new ideas and seizing the chance. Pupils will use the story of Abraham to investigate not being afraid to have new ideas and to take chances.</p> <p><b>Judaism</b></p> <p>Concept - Covenant - Abraham the first Jewish prophet</p> <p>Who was Abraham? What did God ask Abraham to do? How do you think Abraham felt about that? What would you have done in Abraham's situation?</p>	<p>people today? Do Christians also celebrate Passover?</p> <p>The World - pupils will investigate and discuss similarities and differences between different world religions in order to help them to feel part of our global community.</p> <p><b>Islam/Judaism/Christianity/Buddhism</b> (Children at this stage in our curriculum have not been introduced to Buddhism as a religion. Teachers may choose to include this religion in their study of prayer but may need to include some preparatory work.)</p> <p>Concept - prayer</p> <p>What is prayer? How do people who observe different religions speak to God? What do I want to say to God? Can talking with God help me to be a global citizen of the future?</p> <p><a href="https://www.reonline.org.uk/resources/how-and-why-do-people-pray/">https://www.reonline.org.uk/resources/how-and-why-do-people-pray/</a></p>
---	---	--

	<p><i>If possible during this block pupils could visit a place of Christian worship different to a traditional church or cathedral such as Hebron Evangelical Church on Botchergate or the Vineyard in Denton Holme.</i></p>		
Yr 3	<p><i>This block of work is designed to create strong links with the Muslim community in Carlisle and will ideally include a visit to the local mosque and a local person to come and speak to the children about their experiences.</i></p> <p><i>Community - pupils will learn more about our local community and one of the religions observed.</i></p> <p><i>Islam</i></p> <p><i>Concept - Belonging/Mosque</i></p> <p><i>Does going to a Mosque give Muslims a sense of belonging?</i></p> <p><i>What is a Mosque? Look at a variety of Mosques around the world and in</i></p>	<p><i>Innovation - pupils will look at different religious leaders and the journeys that they took in order to start their religions. What type of people were they? Did they demonstrate persistence?</i></p> <p><i>Concept - leader or follower</i></p> <p><i>Buddhism/Christianity/Hinduism/Islam/Sikhism/Judaism</i></p> <p><i>Teachers are not required to cover every one of these religious leaders during this unit of work as there is sufficient coverage of different religions across the curriculum.</i></p> <p><i>What can we learn from religious leaders? What inspired them? What makes a leader? Who inspires you?</i></p>	<p><i>Equality - pupils will look at stories of women in the bible and consider gender equality 2000 years ago and today.</i></p> <p><i>Concept - beliefs, actions and characters.</i></p> <p><i>Judaism/Christianity</i></p> <p><i>There are different views about the role of women in society, communities and families. Inventions and development in the modern world have had an impact on the role of women, but many people believe that there is much wisdom to be gained from studying how women are portrayed in religious texts. Explain that, for many people, such texts carry important messages for the world today. According to many believers in the Bible, for example, such messages have a divine origin.</i></p>

<p>the UK. Visit to the Mosque in Carlisle.</p> <p>Community - pupils will learn more about how local people engage with beliefs and religion.</p> <p>Islam</p> <p>Concept -Hajj</p> <p>What is Hajj? Does completing Hajj make someone a Muslim? Do other faiths have particular pilgrimages? (This is an introduction to pilgrimage as a concept as it will be covered in detail in year 4. Teachers should focus on Hajj during this unit.)</p> <p>Invite a local person to school to talk to the children about their experience of Hajj.</p>	<p><a href="#">what makes a leader lesson ideas</a></p> <p>Change - pupils will use the Christian Easter story and the idea of celebrating a spring equinox to discuss the idea of change.</p> <p>Christianity</p> <p>Concept - Easter/salvation</p> <p>What is the Easter story? How significant is it to Christians to believe that God sent Jesus to die? How do Christians celebrate Easter? Do people of other faiths or no faiths also celebrate Easter? What is the message of change at Easter? (Pagan origins of a spring equinox celebration.)</p>	<p>Suggestions of women to study in detail as part of this unit are: Eve, Hagar, Rebekah, Miriam, Esther, Ruth and Naomi.</p> <p><a href="https://www.reonline.org.uk/resources/what-can-people-learn-from-women-in-the-hebrew-bible-old-stories-new-perspectives/">https://www.reonline.org.uk/resources/what-can-people-learn-from-women-in-the-hebrew-bible-old-stories-new-perspectives/</a></p> <p>Being the change - children will compare two charities and their work, looking at their inspiration through Ummah (Islam) and fellowship (Christianity). They will consider the personal challenges involved in helping to make the world a fairer and better place.</p> <p>Christianity and Islam</p> <p>Can a charity change the world? What do the prophet and Jesus teach about charity? Is it always good to give to charity? (Personal motivations and white saviour complex in some contexts.</p> <p><a href="#">Can a charity save the world? Lesson ideas</a></p>
---	--	--

<p>Yr 4</p>	<p><i>This block of work is designed to create strong links with the Buddhist community in and close to Carlisle and will ideally include a visit to Samye Ling temple</i>  <a href="https://www.samyeling.org/">https://www.samyeling.org/</a> (40 miles from our school) and a local person to come and speak to the children from the Uma Kadampa Meditation Centre in Carlisle. <a href="https://uma.org.uk/">https://uma.org.uk/</a></p> <p><i>Community - pupils will learn more about how local people engage with beliefs and religion.</i></p> <p><b>Buddhism</b></p> <p>Concept - Meditation</p> <p>What is Buddhism? How do people practise the Buddhist faith? (Pupils will look at the 8 fold path in detail in year 5) What is meditation? Where do people practise the Buddhist faith?</p>	<p><i>Change - pupils will investigate the impact that different religions have had on individuals and on our local community and how that may have changed over time.</i></p> <p>Concept - symbolism/tradition/influence and impact</p> <p><b>Buddhism/Christianity/Hinduism/Islam/Sikhism/Judaism</b></p> <p>How do we know that religions have made/continue to make a difference to our community? What evidence of the Christian history of England e.g. buildings, street names; school names; holidays; festivals, traditions, well known stories, rites of passage, civic occasions can we find? Are there any other religions / worldviews, which have arrived in England more recently, are they also making their mark? E.g. places of worship or meeting, dress, food, festivals, stories How do religions / worldviews make a difference to the lives of people in our community through clubs, societies, education, charities, and so on?</p>	<p><i>This is the first point in our curriculum where pupils will be introduced to the Sikh faith therefore some time will need to be spent introducing and understanding the main elements of the faith.</i></p> <p><i>Equality - pupils will begin to look at Sikhism considering in particular the belief that everyone is equal before God.</i></p> <p><b>Sikhism</b></p> <p>Concept - equality</p> <p>What are the main beliefs of Sikhism? What physical symbols indicate a dedication to the Sikh faith? And how do they represent the main beliefs? (The 5 Ks) What is a Sikh place of worship like? Can a person who follows the Sikh faith be racist and or sexist?</p> <p><i>The world - pupils will gain a deeper understanding of different holy sites around the world and how different religions engage with them.</i></p>
-----------------	---	--	--



<p>Community - pupils will investigate the different religions observed in Cumbria in order to develop a deeper understanding of the community in which we live in.</p> <p>Buddhism/Christianity/Hinduism/Islam/Sikhism/Judaism</p> <p>Concept - belief/faith/religion</p> <p>What is the census and what can it tell us about religion in Cumbria? Is there a difference between and religion and faith? What religions are observed in Carlisle and in Cumbria? Has that changed between the 2021 and 2011 censuses?</p> <p><a href="https://www.cdec.org.uk/uploads/Other_downloads/Census%20lesson%20ideas%20(002).pdf">https://www.cdec.org.uk/uploads/Other_downloads/Census%20lesson%20ideas%20(002).pdf</a></p> <p><a href="#">What religions are found in our communities lesson ideas</a></p>	<p>Has the impact of any or no religion changed over time? Do religions make a difference to everyone's life in England? Linking to the census topic last term do pupils feel that the balance of impact and influence of different religions locally are proportionate to their representation in our community? Are religions important anymore?</p> <p>Innovation and creativity - pupils will investigate various creative forms of expression that have been used to represent different religious beliefs concluding by using their own new ideas in order to create their own piece of art representing their own thoughts and beliefs.</p> <p>Buddhism/Christianity/Hinduism/Islam/Sikhism/Judaism</p> <p>Concept - symbolism/belief</p> <p>How do people express their deepest experiences and beliefs? How do others interpret that? How can music, story, poetry and art express feelings, beliefs and values? Can I express my deepest feelings and</p>	<p>Buddhism/Christianity/Hinduism/Islam/Sikhism/Judaism</p> <p>Teachers are not required to cover every one of these religion's pilgrimages during this unit of work as there is sufficient coverage of different religions across the curriculum.</p> <p>What is a pilgrim? What is a special place? What is a holy site? Are all holy sites safe places to visit?</p> <p><a href="#">Why pilgrimage? Lesson ideas</a></p>
---	---	---



		beliefs through someone else's creative art form? Can I create my own art to express my own beliefs?	
Yr 5	<p>Fairness - pupils will discuss how the Hindu faith maintains belief in the caste system and will explore how fair they think that is.</p> <p><b>Hinduism</b></p> <p>Concept - beliefs</p> <p><i>Pupils will study the concepts of reincarnation and the four aims of life in year 6.</i></p> <p>Where and when did Hinduism begin? Who was the founder of this faith? Who are the Hindu Gods? What is Diwali? What is the caste system and is that fair?</p> <p>Our community - pupils will deepen their understanding about the Christmas story and religions that are celebrated in our local community.</p>	<p>Truth - during this unit of work the pupils will explore different religious texts and discuss what truths they may hold for us today. Pupils will investigate a number of different texts making comparisons between them in order to try to identify common truths between faiths.</p> <p><b>Buddhism/Christianity/Hinduism/Islam/Sikhism/Judaism</b></p> <p>Concept - Religious texts. Love, honesty, truth, justice, unity.</p> <p>What is a religious text? What can we learn from religious texts?</p> <p><u>What can we learn from religious texts?</u></p> <p><u>Lesson ideas</u></p> <p>Resilience - pupils will explore the life and faith of Muhammad Ali and consider if they</p>	<p>The world - pupils will further investigate the religion of Buddhism considering how some of the teachings may help them to be global citizens of the future.</p> <p><b>Buddhism</b></p> <p>Concept - the 8 fold path</p> <p>What is the best way for Buddhists to live a full and productive life as global citizens? What is the 8 fold path? What could I use or learn from the 8 fold path?</p> <p><i>Being the change - pupils will look examine the life and work of Daisaku Ikeda, Mahatma Gandhi and Martin Luther King Jr and discuss how their faiths helped them to fight for freedom and justice.</i></p> <p><b>Buddhism/Christianity/Hinduism</b></p> <p>Concept - justice</p>

	<p><b>Christianity</b></p> <p>Concept - Nativity story/incarnation/holy trinity</p> <p>Can the children remember the nativity story? Can three things be the same thing? Why do Christians believe that God gave Jesus as a gift to the world?</p>	<p>think that made him more resilient both in his boxing career and his political activism.</p> <p><b>Islam</b></p> <p>Concept - conversion</p> <p>Who was Muhammad Ali? Was he a person of faith? Can a person change which religion they choose to follow? How did the Muslim faith impact Muhammad Ali? What is the nation of Islam? What is a contentious objector? What is antiracism?</p> <p><a href="https://www.reonline.org.uk/resources/islam-as-a-worldview-muhammad-ali/">https://www.reonline.org.uk/resources/islam-as-a-worldview-muhammad-ali/</a></p>	<p>What is the price of justice? Why are people sent to prison? Is it ever ok to break the law? are there any differences in the basic beliefs of Mahatma Gandhi, Martin Luther King Jr and Daisaku Ikeda? What experiences did each man had that helped form their views?</p> <p><a href="https://www.reonline.org.uk/resources/what-price-justice/">https://www.reonline.org.uk/resources/what-price-justice/</a></p>
Yr 6	<p>Humanity - pupils will consider if and how commitment to a religion may help people to show humanity in everything that they do.</p> <p><b>Hinduism/Christianity/Islam/Humanism</b></p> <p>Concept - Beliefs and moral values</p>	<p>Resilience - pupils will consider how resilient the Christian faith has been and if following the Christian faith can help us to be more resilient.</p> <p><b>Christianity</b></p> <p>Concept - gospel and persecution</p>	<p>Being the change - pupils will develop their understanding of the Sikh faith considering how a person following the faith interacts and impacts the community they are part of and the wider world.</p> <p><b>Sikhism</b></p> <p>Concept - sharing and community</p>

<p>How does a Christian/Muslim or Hindu show dedication to God? Does a person need a faith or to follow a religion to behave with humanity? What is a humanist and what do they believe? What does a humanist ceremony look like?</p> <p>Having a voice - during this unit of work pupils will be encouraged to share their personal thoughts and opinions and all contributions will be acknowledged and will be respected.</p> <p><b>Christianity</b></p> <p>Concept - incarnation/nativity</p> <p>What is the most significant part of the nativity story for Christians living today? Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Has Christmas lost its true meaning? What does Christmas mean to you? Is it ok followers of different religions</p>	<p>What is the Christian gospel? Is Christianity still a strong religion 2000 years after Jesus? In which countries around the world is Christianity popular? Are there any countries that don't allow Christianity and how resilient do followers have to be if they live in those countries? Does following the Christian faith help people to be more resilient?</p> <p>Change - pupils will investigate courage to take a chance and creating change by looking at evangelism and martyrs.</p> <p><b>Christianity</b></p> <p>Concept - evangelism</p> <p>What is Christian evangelism? Do we have any evangelists in our local community? What do you need or what type of person do you need to be to be an evangelist? What is a martyr? Are there any martyrs in the present day? Who was St Stephen? Who was Thomas Becket? Do any other religions or faiths have martyrs? Is it ever ok to persecute someone for their beliefs? What</p>	<p>Do people who follow the Sikh faith think it is important to give to others? How and what do people from the Sikh community give? What is Langar? Did people from the Sikh community in the UK help in Carlisle during the floods?</p> <p>Responsibility - pupils will deepen their understanding of the Hindu faith by investigating what Hindus believe about how actions in this life impact their future life.</p> <p><b>Hinduism</b></p> <p>Concept - reincarnation</p> <p>What do people who follow the Hindu faith believe happens after a person dies? What are the four aims of life? Linking to life stages explore the different responsibilities and dharma a Hindu may observe during their life.</p> <p>What are your 4 aims of life?</p>
--	---	--

	<p>or of no faith to celebrate Christmas?</p>	<p>happens in today's society if a person's faith or beliefs hurt or upset another person? (Links to legislation around hate speech, anti LGBTQ+ preacher regularly in Carlisle city centre.)</p>	<ul style="list-style-type: none"><li>• Thinking about yourself and your stage of life as a child.</li><li>• What are your 4 aims / goals at the moment? They will change throughout your life but what are they now?</li><li>• Do you have an ambition?</li><li>• Do you know what you'd like to be when you grow up?</li><li>• Your goals may be something you want to achieve by the end of this year or perhaps before you leave primary school.</li></ul>
--	---	---	--

How should attainment be assessed?

RE needs an assessment for learning approach to gathering evidence of pupils' achievements. There is no need for every unit to produce assessment outcomes on paper. Most assessment will be formative, carried out informally from lesson to lesson to improve lesson outcomes and may involve a combination of strategies. This will include: questioning to enable the pupil (with the help of the teacher) to find out about their level of learning; feedback from teachers so pupils can improve their learning; understanding and modelling what successful learning looks like; peer assessment and self-assessment for more independence; and summative assessment where appropriate. Summative assessment opportunities should be valuable learning activities in their own right as well as a vehicle for assessing learning

The purpose of assessing attainment is to show:

- How well the pupils are doing
- What they need to do next to make progress
- How effective the curriculum and teaching are

The statements in the progression grid provide the basis on which to make judgements about pupils' performance at the end of KS1 and 2.

A: Know about and understand	At the end of KS1 pupils will be able to:	At the end of KS2 pupils will be able to:
<p>A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.</p>
<p>A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>
<p>A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>

<b>B: Express and communicate</b>	<b>At the end of KS1 pupils will be able to:</b>	<b>At the end of KS2 pupils will be able to:</b>
B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

<b>B: Express and communicate</b>	<b>At the end of KS1 pupils will be able to:</b>	<b>At the end of KS2 pupils will be able to:</b>
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
B3. Appreciate and appraise varied dimensions of religion.	Notice and respond sensitively to some similarities between different religions and worldviews	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.



C: Gain and deploy skills	At the end of KS1 pupils will be able to:	At the end of KS2 pupils will be able to:
C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
C2. Enquire into what enables different communities to live together respectfully for the well-being of all.	Find out about and respond with ideas to examples of co-operation between people who are different.	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Useful documents and websites

[religion and faith in our community Cumbria supplement](#)

[Cumbria agreed syllabus](#)

<https://www.reonline.org.uk/>