Brundall Religious Education Curriculum



Religious Education Contents

Contents	Page Number
Overview	3
Whole School R.E	4
Year R Foundation for the KS1 Curriculum	6
Year 1/2 cycle A curriculum	10
Year 1/2 cycle B curriculum	15
Year 3/ 4 cycle A curriculum	20
Year 3/ 4 cycle B curriculum	25
Year 5/ 6 cycle A curriculum	30
Year 5/ 6 cycle B curriculum	35
Religious Education skills progression	40
Vocabulary progression	50
Assessment	51
Appendix	55

Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
EYFS	Why is the word God so important to Christians? Christian	Why do Christians perform nativity plays at Christmas? Christian	Why do Christians have a cross? Christian	Should Noah trust in God? Christian	How do people celebrate different festivals? Islam, Hinduism, Sikhism
Yr1 / 2 Cycle A	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	How does a celebration bring a community together? Muslim, Christian	What do Jewish people remember on Shabbat? Jewish	What does the cross mean to Christians? Christian	How did the universe come to be? Hindu, Christian
Yr1 / 2 Cycle B	Why is light an important symbol? Christian, Jewish, Hindu	What does the nativity story teach Christians about Jesus? Christian	How do Christians belong to their faith family? Christian	How do Jewish people celebrate Passover? Jewish	Why do people have different views about the idea of God? Multi/Humanist
Yr3/ 4 Cycle A	How do people express commitment to a religion/ worldview in different ways? Hindu or Jewish/Sikh/	What is the Trinity? Christian	What is philosophy? How do people make moral decisions? Christian/Humanist	What do Muslims believe about God? Muslim	What difference does being a Muslim make to daily life? Muslim
Yr3/ 4 Cycle B	Where do religious beliefs come from? Christian	What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth	How do/have religious groups contribute to society and culture? Hindu/Christian	Why is there so much diversity of belief within Christianity? Christian	Includes some theological aspects What does sacrifice mean? Multi/Humanist
Yr5 /6 Cycle A	Is believing in God reasonable? Multi/Humanist	How has belief in Christianity/Islam impacted on music and art through history? Christian/Muslim	What can we learn about the world/knowledge/ meaning of life from the great philosophers? Buddhist/Christian	What difference does the resurrection make to Christians? Christian	How do Hindus make sense of the world? Hindu
Yr5/ 6 Cycle B	How do beliefs shape identity for Muslims? Muslim	How do Buddhists explain the suffering in the world? Buddhist	How and why does religion bring peace and conflict? Multi	What does it mean to be human? Is being happy the greatest purpose in life? Humanist, Christian	Creation or science: conflicting or complementary? Christian/Humanist

The Brundall Curriculum

Intent

At Brundall we believe that our curriculum should raise aspirations, develop independence and offer all children real-life experiences. These are central in the development and delivery of the curriculum across all subject areas.

The study of Religious Education helps children acquire and develop knowledge and understanding of the different beliefs and practices in their communities and around the world. It enhances their spiritual, moral, social and cultural development by asking questions about the world and to reflect on their own beliefs, values and experiences. Our children will have the ability to hold balanced and well-informed conversations about religion and world views and begin to understand the complex world in which they live.

Our curriculum documents are designed to ensure that the knowledge, skills and vocabulary are mapped out and children's understanding and learning is built on each year. The aim is for our children to leave KS2 ready to take on the challenge of a subject-based timetable at secondary level and with a passion for learning and knowledge.

Implementation

We use the Norfolk Agreed Syllabus to provide high quality R.E. Skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop a well-rounded view of the world religions and beliefs to make reasoned and informed judgements about religious and moral issues. In Religious Education, our enquiry led approach ensures children explore, evaluate and express different questions centered around Theology, Philosophy and Human and Social Science. Threaded into each enquiry is a range of different religious viewpoints.

Each year group has a long term plan which allows meaningful links to be made across subjects during a half term. This provides children with the opportunity to apply their knowledge in different contexts which will help them to remember more.

Successful timetabling is key to the success of the curriculum delivery. We have divided each week into discrete lessons of 60 minutes. Medium Term Plans are written by year groups with the support of the Subject Leads to ensure the necessary coverage and progression as set out in the Curriculum documents.

We believe RE is concerned with educating children about religion not about instructing them in a particular faith; the latter is the job of family or faith community. At Brundall we follow the Norfolk Agreed Syllabus. This is carefully mapped out to ensure learning is progressive. For more in depth planning we use The Church of England, Diocese of Norwich website (https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/) to inform our Medium Term plans.

The daily visual timetable in all classes from Y1 to Y6 informs children of what subjects will be studied when. Our aim is for children to be taught in a range of ways and for these to be recorded in their Floor books. For discussion or practical based sessions, the record in books may be photographic, showing the practical activity in progress or an image of the class flipchart/screen to which ideas have been contributed. In this way, children will be reminded of the work they have undertaken and be able to discuss and explain their learning.

AfL and the regular revision of activities and resources is an integral part of our teaching offer. Where children show that key concepts have not yet been embedded, further activities will be taught. Medium Term Plans will be reviewed at the end of each term with a view to making any adjustments as necessary before the next cycle. Even where all sessions have been deemed successful, subject leaders will still review plans in the light of the next cohort, taking into account any specific needs or challenges presented by that particular year group.

Monitoring through book looks, lesson visits and pupil voice, led by the Subject Lead and SLT will focus on the children and their learning journey. This will provide support where necessary, assessing the appropriate level of challenge and adapting where necessary. Teachers will identify those children who would benefit from an additional level of challenge with support from the Subject Lead.

Impact

As our curriculum is a progression model, children who are succeeding with the challenges provided in each year group can be deemed to have made progress from the previous year. Teachers will be aware of the learning journeys that their children are on and be able to provide examples of where they have adapted or deviated from plans to meet needs, evidencing that adaptation with learning in books. Learning in books will show that children take pride in their work. Activities will be able to be tracked through a coherent sequence of lessons and misconceptions will be addressed with further activities. Subject specific vocabulary will be evident in children's work.

Where children find it difficult to record their thoughts in written format, alternative recording methods (e.g. video / voice recordings; use of an adult as a scribe) will capture their progress in a subject. Pupil voice interviews will reveal children who are able to talk confidently about what they have learned. They will be able to talk about the specific features of different subjects and demonstrate an understanding of how what they are studying now builds upon what they have studied previously, as well as where their studies will take them next. Children will be able to explain how they receive feedback from their teachers and how this supports their next steps learning.

By the time the children at Brundall Primary School and Nursery leave our school they will have developed: a secure knowledge and understanding of a range of religious and non-religious worldviews, the ability to make links between their own lives and those of others in their community. They will engage critically with religious and non-religious world-views to enhance their spiritual, moral, social and cultural development.

Year R Foundation for the KS1 Curriculum

The EYFS framework is structured very differently to learning within key stage one and two as it is organised across seven areas of learning rather than subject areas.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year- Olds and Reception.

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development

RE			
Three and Four-Year-Olds	Personal, Social and Emotional Development		• Develop their sense of responsibility and membership of a community.
	Understanding the World		• Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		• See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	• Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

- Understanding the World

RE in EYFS will prepare children for the multi-disciplinary approach.

Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

Theology: Thinking through believing	Philosophy: Thinking through thinking	Human/Social Sciences: Thinking through living
Questions you might ask: • What does this *religious word* mean? How do we say this *religious word*? • What is this religious story about? Why might people tell this story? • What does the word 'God' mean? • What is a belief • Why is this sacred book important?	Questions you might ask: • What puzzles you? • Is it real? • What is right? What is wrong? What is 'good'? • What do we mean by true?	Questions you might ask: • How do people celebrate? • What might people use this artefact for? • What ceremonies and festivals have you taken part in? • What happens in [place of worship]? • What do these symbols mean?
• Recognise simple religious beliefs or teachings. • Talk about some aspects of a religious or belief story. • Introduce key theological vocabulary such as 'God'. • Recreate religious and belief stories through small world play. • Talk about sacred texts	• Raise puzzling and interesting questions about religious and belief stories. • Raise puzzling and interesting questions about the world around them. • Talk about what concerns them about different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate religion and belief.	• Identify simple features of religious life and practice in a family context. • Recognise a number of religious words. • Know where some religious worldviews orginated • Name some religious symbols. • Name some religious artefacts. • Talk about religious events that they see or hear about e.g. festivals, ceremonies. • Talk about what people wear because of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious belief.

Lifted from the Norfolk Agreed Syllabus

EYFS

Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Why is the word God so important to Christians? Christian	Why do Christians perform Nativity plays at Christmas? Christian	Why do Christians have a cross? Christian	Should Noah trust in God? Christian	How do people celebrate different festivals? Islam / Hindu / Sikhism

Theology, Philosophy and Human/ Social Sciences is shown through the colours.

Enquiry 1 Term: Autumn 1

Pupils are able to:

- Recognise the word God is a name.
- Understand that Christians believe God is the creator of the universe.
- Acknowledge that Christians believe God made the world and we should look after it.

Topic: Theology

Key Question: Why is the word God so important to Christians?

Enquiry 2 Term: Autumn 2

Pupils are able to:

- Recognise that Christians believe God came to Earth in Human form as Jesus.
- Understand that Christians believe Jesus came to show that all people are precious and special to God.

Topic: Theology

Key Question: Why do Christians perform Nativity plays at Christmas?

Enquiry 3 Term: Spring 1

Pupils are able to:

- Understand that Christians remember Jesus' last week at Easter.
- Acknowledge that Jesus' name means 'He saves'.
- Recognise that Christians believe Jesus came to show God's love.

Topic: Theology

Key Question: Why do Christians have a cross?

Enquiry 4 Term: Spring 2

Pupils are able to:

- Raise puzzling and interesting questions about religious and belief stories.
- Raise puzzling and interesting questions about the world around them.
- Talk about what concerns them about different ways in which people behave.
- Say what matters to them or is of value.
- Use their senses to investigate religion and belief.

Topic: Philosophy
Key Question: Should Noah trust in God?

Enquiry 5 Term: Summer 1

Pupils are able to:

- Name a celebration
- Explain what people celebrate and why.

Topic: Human/ Social Sciences
Key Question: How do people celebrate different festivals?

Year 1/ 2 Cycle A

Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	How does a celebration bring a community together? Muslim, Christian	What do Jewish people remember on Shabbat? Jewish	What does the cross mean to Christians? Christian	How did the universe come to be? Hindu, Christian

Theology, Philosophy and Human/ Social Sciences is shown through the colours.

Enquiry 1 Term: Autumn 1

Pupils are able to:

- Ask "I wonder …" questions about the world around them.
- Using their senses to investigate worship in different religious traditions.
- Use their senses to justify a belief that they hold

Topic: Philosophy

Key Question: What do my senses tell me about the world of religion and belief?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Evaluate)	Session 5 (Express)
LO	To explore all five senses. Introduce Hindu beliefs about senses.	To have an understanding of Hindu shrines.	To introduce the worship ritual performed by Hindus and different religious objects.	To answer questions about Hindu shrines and explain their reasoning	To create a sensory trail and explain Hindu puja to an adult.
Vocabulary	Art Lamp belief Hindu Kumkum powder Murti Prasad Puja Reason Sense Shrine				

Enquiry 2 Term: Autumn 2 – Cycle A

Pupils are able to:

- To recognise the meanings of the term Christian and Muslim.
- To recognise practices associated with the festivals of (Christmas) and (Eid-ul- Fitr).
- To recognise ways in which a celebration can encourage a sense of belonging within a faith community.

Topic: Human/ Social Sciences

Key Question: How does a celebration bring a community together?

Session	Session 1 (Engage and Enquire)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Express and Evaluate)
LO	Explore different Christian celebrations. Compare with Muslim celebrations.	Explore the traditions of Christmas.	Explore the celebration of Eid-ul-Fitr using artefacts, books and speakers.	Visit a local church to find out how the local Christian community come together at Christmas.	Create traditional celebration food/cards/artwork/music for Christmas and Eid-ul-Fitr. Reflect on how they bring the community together.
Vocabulary	Celebration Christian Christmas Community Easter Eid-ul-Adha Eid-ul-Fitr Festival Muslim Religion				

Enquiry 3 Term: Spring 1 – Cycle A

Pupils are able to:

- Retell the Jewish story of Creation.
- Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives.
- Recognise that the practice of Shabbat shows a strong relationship between Jews and God.

Topic: Theology

Key Question: What do Jews remember on Shabbat?

Session	Session 1 (Engage and Enquire)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Evaluate)	Session 5 (Express)
LO	Explore the Jewish story of Creation.	Introduce what Shabbat is. Explore artefacts associated with Shabbat.	Explore what activities can and cannot be carried out during Shabbat.	To understand the importance of rest and how this relates to Jews and the creation story.	Compare and contrast how pupils rest with how Jewish children rest.
Vocabulary	Candles Challah Bread Creation Jew Jewish Judaism Kiddush Cup Menorah Shabbat Synagogue Zemirot				

Enquiry 4 Term: Spring 2 – Cycle A

Pupils are able to:

- Give a clear, simple account of the Easter Story.
- Recognise that the Easter Story contains Christian beliefs about salvation.
- Recognise that the Easter Story is a source of hope for Christians.

Topic: Theology

Key Question: What does the cross mean to Christians?

Session	Session 1 (Engage and Enquire)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Evaluate)	Session 5 (Express)
LO	Explore the Easter Story through different media forms.	Explore different crosses and crucifixes. Explain their meaning as a Christian symbol.	Design and create cards to be given out at Easter. Discuss Christian beliefs.	Create an Easter Garden including the main symbols from the Easter story. Compare with a modern-day garden.	Discuss the importance of hope. Use artwork to reflect the Christian beliefs of hope.
Vocabulary	Christian Cross Crucifixion Jesus Resurrection Salvation				

Enquiry 5 Term: Summer 1 – Cycle A

Pupils are able to:

- Ask at least one question about the origin of the universe.
- Give a simple reason, using the word 'because', for the origin of the universe.
- Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories)

Topic: Philosophy

Key Question: How did the universe come to be?

Session	Session 1 (Engage and Enquire)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Evaluate)	Session 5 (Express)
LO	Introduce the Big Question. Discuss the word Universe.	Explore one of the Hindu stories of creation.	Explore the Christian creation story.	Compare the two creation stories previously taught.	To create their own creation story through writing, drawing or role-playing.
Vocabulary	Brahma Care Christian Creation God Hindu Origin Universe Vishnu				

Year 1/2

Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Why is light an important symbol for Christians, Jews and Hindus? Christian, Hindu, Jewish	What does the nativity story teach Christians about Jesus? Christian	How do Christians belong to their faith family? Christian	How do Jewish people celebrate Passover (Pesach)? Jewish	Why do people have different views about the idea of God? Multi, Humanist

Theology, Philosophy and Human/ Social Sciences is shown through the colours.

Enquiry 1 Term: Autumn 1 Cycle B

Pupils are able to:

- Retell at least one narrative where light is an important symbol.
- Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs.
- Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives.

Topic: Theology

Key Question: Why is light an important symbol?

Session	Session 1 (Engage and Enquire)	Session (Explore)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Express)
LO	To explore and discuss different light sources (man-made, natural).	Explore what a Christingle service is and the meaning behind it. Design their own Christingle.	Discuss and explain the Christmas story. To understand that Christians believe Jesus is the light of the world.	Read, discuss and explain the story 'Light the Lights'. Introduce the meaning of Hanukkah and why Jews celebrate it.	Discuss and explain the story of Rama and Sita. Explore Diwali traditions and discuss why light is important to Hindus.	Make Diya lamps. Children to draw or write something they have learned from this unit.
Vocabulary	Diwali Hannukiah Hanukkah Menorah Shabbat Symbolism Worship					

Enquiry 2 Term: Autumn 2

Pupils are able to:

- Retell the Christmas story.
- Recognise that Christians believe that Jesus was sent by God to be him in the flesh.
- Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.
- Recognise the connection between Christmas and Easter.

Topic: Theology

Key Question: What does the Nativity story teach Christians about Jesus?

Session	Session 1 (Engage and Enquire)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Evaluate)	Session 5 (Express)
LO	Read and discuss the nativity stories (Luke and Matthew).	Watch the Nativity story. Discuss what presents they would give Jesus. Draw and label presents.	Design a bedroom for baby Jesus. What will be in there to show he is important? Compare it to the stable and manger.	Give examples of prayers that Christians might write or say at Christmas. Create a paper chain.	Explore why people join together at Christmas time and how that is important. Discuss Jesus's role in the nativity story and what his importance is to Christians.
Vocabulary	Advent Christmas Incarnation Jesus Nativity Salvation Son Of God Thankfulness				

Enquiry 3 Term: Spring 1 – cycle B

Pupils are able to:

- Identify how Christian beliefs impact on their worship and sense of belonging.
- Identify some Christian symbols and artefacts.
- Identify different ways in which Christian people show they belong to their faith family.
- Recognise the diversity in Christianity.

Topic: Human/ Social Sciences

Key Question: How do Christians belong to their faith family?

Session	Session 1 (Engage and Enquire)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Evaluate)	Session 6 (Express)
LO	Discuss the importance of Christian worship.	Explore the importance of Christenings, Baptisms and First Communions.	Explore what artefacts are used in Christian ceremonies and how they are used to show Christians belong to their faith family.	Explore the use of light and water in baptisms/christenings. Discuss the different Christian symbols that show belonging.	Look at how he church is a group of people/faith family not only a building. Can the children draw what they think a church is and the people that make a church e.g. vicar, organist…	Discuss how using the name Christian means they belong to their faith family? Ask the children to draw / write/ discuss how this is represented in the special services, symbols and people involved.
Vocabulary	Baptism belong belonging chalice Christening Communion faith font paten worship					

Enquiry 4 Term: Spring 2 – Cycle B

Pupils are able to:

- Recognise that Passover (Pesach) is a Jewish festival.
- Identify ways in which Passover can have an impact on Jewish daily life and family.
- Identify evidence of religion and belief especially in the local area (through a visit to a Synagogue or Visiting Jew).

Topic: Philosophy

Key Question: How do Jewish people celebrate Passover (Pesach)?

Session	Session 1 (Engage)	Session 2 (Engage)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Evaluate and Express)
LO	Discuss different events and festivals that the class celebrate and why.	Look at different artefacts of Passover and collect questions.	Read and discuss the story of Moses.	Participate in a Passover meal. Look at the different foods and what they symbolise.	Visit a Synagogue and listen to stories of Passover.	Discuss why Passover is important for Jews. Design their own Seder plate.
Vocabulary	Matzah bread Moses Passover Pesach Seder plate					

Enquiry 5 Term: Summer 1 – Cycle B

Pupils are able to:

- To give a reason why a member of at least one religious community might believe in God.
- To give a reason why a person might not believe in God.
- To give an example of what a member of a religious community might believe about God.
- Make connections between people's beliefs of right and wrong and their belief about God.

Topic: Philosophy

Key Question: Why do people have different views about the idea of God?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Evaluate)	Session 6 (Express)
LO	Discuss and compare the children's different ideas about what God is.	Analyse different images of God and compare the beliefs around them.	Consider key words to describe God and how they communicate beliefs of those who use them.	Explore different people talking about how they view the idea of God. Make a comparison table to the different views.	Read stories/ prayers from different religious traditions and consider what they tell people about the idea of God.	Look at Humanist views of God and compare this with previously explored views of God. What do they now think about God and why? What has / has not changed?
Vocabulary		Agnostic Allah Atheist Brahman God Humanist Theist				

Year 3

Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
How do people express commitment to a religion/ worldview in different ways? Hindu or Jewish, Sikh, Christian	What is the Trinity? Christian	What is Philosophy? How do people make moral decision? Humanism	What do Muslims believe about God? Muslim	What difference does being a Muslim make to daily life? Muslim

Theology, Philosophy and Human/ Social Sciences is shown through the colours.

Enquiry 1 Term: Autumn 1 – Cycle A

Pupils are able to:

- Identify a range of ways in which religious belief can impact daily life.
- Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism.
- Identify some similarities and differences in how people practice and express beliefs about commitment.

Topic: Human/ Social Sciences

Key Question: How do people express commitment to a religion/ worldview in different ways?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Explore the idea of commitment.	Use photo prompt to make enquiries and observations. Collect questions.	Compare and contrast infant baptism and full immersion (believer's baptism).	Explore what Bar and Bat Mitzvahs mean to Jewish young people.	Explore the history of the Khalsa and what the Amrit ceremony means to a young Sikh.	Compare Christian baptisms, Jewish Bar Mitzvahs and Sikh Amrit. Evaluate their meaning and purpose.
Vocabulary	Amrit Baptism Bar Mitzvah Belonging Christianity Commitment Faith Judaism Rite of passage Sikhism					

Enquiry 2 Term: Autumn 2 – Cycle A

Pupils are able to:

- Show awareness of the Biblical origins of Christian teachings of the Trinity.
- Identify different types/genres of writing within the Bible.
- Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature).
- Identify how Christian baptism uses and expresses the doctrine of Trinity.
- Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world.

Topic: Theology

Key Question: What is the Trinity?

Session	Session 1 (Engage and Enquire)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Introduce and explain what the Holy Trinity is. Collect pupil voice.	Discuss similarities and differences between how Andrea del Verrocchio and Daniel Bonnell show God in their paintings.	Look in depth at God the Father and explore the parable of The Prodigal Son.	Look in depth at God the Son. Discuss the beliefs surrounding incarnation and salvation.	Look in depth at the Holy Spirit. Explore how these beliefs might make a difference to the way a Christian thinks about their life and how they see the world.	Children to write an answer to the Enquiry question.
Vocabulary	Baptism Father God Gospel Holy Spirit Incarnation Monotheistic Salvation Son Symbol Trinity					

Enquiry 3 Term: Spring 1 – Cycle A

Pupils are able to:

- Talk about the difference between knowing and believing.
- Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.
- Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.

Topic: Philosophy

Key Question: What is Philosophy? How do people make moral decisions?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Introduce the word 'philosophy' and its meaning. Discuss the difference between knowledge and wisdom.	Compare empirical and theoretical evidence. Discuss the difference between knowing and believing. Collect children's questions.	Introduce what morality is. Explore moral decisions and whether acting with love always leads to a good outcome.	Compare and contrast the Humanist approach to morality with the Christian approach to morality.	Compare and contrast Hedonism and Utilitarianism and how they might be used to make moral decisions.	Children to write an answer to the Enquiry question.
Vocabulary	Behaviour Belief Humanism Knowing Logical Moral Morality Philosophy Questions Rules Theoretical Wisdom					

Enquiry 4 Term: Spring 2 – Cycle A

Pupils are able to:

- Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation.
- Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God.
- Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.
- Recognise that there are many different answers to the question, 'What is God like?'.

Topic: Theology

Key Question: What do Muslims believe about God?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Introduce and explain what the 99 names of Allah is.	Introduce the concept of Tawhid. Collect children's questions.	Look at a range of different Muslim artefacts. Introduce the Qur'an. Discuss the impact of the Qur'an containing the actual words of God.	Introduce The First Pillar of Islam- Shahadah. Explain how the existence of God is explained in Muslim teachings.	Explain what a prophet is and look at the timeline of the life of the Prophet Muhammad.	Children to write an answer to the Enquiry question.
Vocabulary	Allah Muhammad Muslim Prophet Qur'an Recitation Revelation Shahadah Tawhid					

Enquiry 5 Term: Summer 1 – Cycle A

Pupils are able to:

- Identify how a person's beliefs and actions align them with the religion if Islam.
- Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society.
- Identify some similarities and differences in how Muslims around the world practice and express their beliefs about Allah.

Topic: Human/ Social Sciences

Key Question: What difference does being a Muslim make to daily life?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Identify ways in which beliefs and values can impact a person's life.	Look at definitions of belief and religion. Use photo prompt to make enquiries and observations.	Explain and discuss the Five Pillars of Islam.	Visit Ihsan Mosque. Explain and describe the features of the building and their importance to Muslims.	Introduce five artefacts that could be found in Muslim households. Discuss how they show us that their faith influences their daily lives.	Children to write an answer to the Enquiry question.
Vocabulary	Five Pillars Hajj Islam Mosque Muslim Salah Sawm Shahadah Zakat					

Year 3 /4

Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Where do Christian religious beliefs come from? Christian	What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth	How do/have religious groups contributed to society and culture? Hindu, Christian	Why is there so much diversity of belief within Christianity? Christian	What does sacrifice mean? Multi, Humanist

Theology, Philosophy and Human/ Social Sciences is shown through the colours

Enquiry 1 Term: Autumn 1 – Cycle A

Pupils are able to:

- Identify the Bible as a source of authority for Christians.
- Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs.
- Identify the crucifixion of Jesus as an event which has shaped Christian belief.
- Describe how individuals, communities, society and experiences can shape beliefs.

Topic: Theology

Key Question: Where do Christian religious beliefs come from?

Session	Session 1 (Engage and Enquire)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Evaluate)
LO	Introduce the Bible and explain how it is a source of authority for Christians. Collect questions.	Explore how Christians use the bible. Look at *The Prodigal Son.*	Compare parables in the Old Testament and the New Testament.	Identify how the crucifixion of Jesus and his sacrifice has shaped Christian beliefs.	Children to write an answer to the Enquiry question. (Explain what can be found in the bible, connections between NT and OT)
Vocabulary	Bible Commandments Incarnation Messiah Prophecy Sacrifice Sources of Authority Testament				

Enquiry 2 Term: Autumn 2 – Cycle A

Pupils are able to:

- Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.
- Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof.
- Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.

Topic: Philosophy

Key Question: What do we mean by truth? Is seeing believing?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Evaluate)	Session 6 (Express)
LO	Introduce the concept of Axioms and their uses.	Explore different beliefs in religions and discuss whether they are Axioms. Collect questions.	Explore the Christian concept of God's existence (God as love, God as light, God as Father and God as creator)	Look at Sikh concepts of God (One Light fills all creation. That Light is You).	Children to write an answer to the Enquiry question.	Investigate the concept of miracles. Discuss reliability and whether humans can be deceived.
Vocabulary	Axiom Burden of proof Evidence Ik Onkar Proof Reality Supreme Truth Truth Ultimate reality Waheguru					

Enquiry 3 Term: Spring 1 – Cycle A

Pupils are able to:

- Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society.
- Describe ways in which dharma impacts on and influences Hindu life and society.
- Describe some of the varying ways in which religious beliefs are practiced both locally and globally with reference to Christianity and Hinduism.
- Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.

Topic: Human/ Social Sciences

Key Question: How do/have religious groups contributed to society and culture?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Watch *If the World were a Village.* Introduce the concept of compassion.	Explore teachings from the Bible that encourage Christians to have a positive impact on their communities and societies. Collect children's questions.	Visit a foodbank to assess practical examples of how Christians help the poor locally. Compare this to national and global efforts.	Look at the life and work of a Christian individual whose faith impacted on their actions. Discuss the difference between 'religion' and 'belief'.	Explore teachings which encourage Hindus to have a positive impact on their communities and societies (Dharma and Seva).	Children to write an answer to the Enquiry question.
Vocabulary	Christian Compassion Contribution Dharma Hindu Impact Seva Society					

Enquiry 4 Term: Spring 2 – Cycle A

Pupils are able to:

- Describe the difference between the terms 'religion' and 'belief'.
- Describe some of the varying ways in which Christianity is practiced locally, nationally and globally.
- Identify events in History which have influenced Christianity e.g. Martin Luther and the Reformation.

Topic: Human/ Social Sciences

Key Question: Why is there so much diversity of belief within Christianity?

Session	Session 1 (Engage)	Session 1 (Enquire)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Evaluate)
LO	Play a game of broken telephone. What do they believe the original message was? Discuss, if we only have one source of information how do we know the truth?	Look at Martin Luther King and his belief that the Bible is a source of authority for Christians. Begin to discuss why Christianity is so diverse.	Explore the Roman Catholic denomination of Christianity. Focus particularly on their beliefs and how they are expressed through their church.	Explore the Methodist denomination of Christianity. Focus particularly on their beliefs and how they are expressed through their church. Compare with Roman Catholic.	Compare and contrast a festival, rite of passage or worship (The Lords Supper) across the two denominations.	Children to write an answer to the Enquiry question. Consider what a typical Christian looks like. Does the diversity matter?
Vocabulary		Belief Christianity Denomination Practise Reformation Religion Society Worship				

Enquiry 5 Term: Summer 1 – Cycle A

Pupils are able to:

- Describe different philosophical and theological answers to questions about sacrifice.
- Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world.
- Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims.
- Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.

Topic: Philosophy

Key Question: What does sacrifice mean?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Identify what a 'sacrifice' is. Look at different examples of 'sacrifice'.	Compare Religious Sacrifice and non-Religious Sacrifice.	Explain the importance of Ramadan for Muslims. Research The Fourth Pillar of Islam (Sawm).	Look at the Christian festival of Easter. Explore Jesus's sacrifice and why Holy Communion is important to Christians.	Explore self-sacrifices and relate this to Humanist beliefs.	Children to write an answer to the Enquiry question.
Vocabulary	Altruism Christian Commitment Humanist Muslim Sacrifice Self-Sacrifice Ultimate Sacrifice					

Year 5 / 6

Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Is believing in God reasonable? Multi, Humanist	How has belief in Christianity/ Islam impacted on music and art through history? Christian, Muslim	What can we learn about the world/ knowledge/ meaning of life from the great philosophers? Buddhist, Christian	What difference does the resurrection make to Christians? Christian	How do Hindus make sense of the world? Hindu

Theology, Philosophy and Human/ Social Sciences is shown through the colours.

Enquiry 1 Term: Autumn 1 – Cycle A

Pupils are able to:

- Explain different philosophical and theological answers to questions about a belief in God.
- Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God e.g. Pascal's Wager and Humanism as a philosophical stance.
- Explain, using a range of reasons, whether a position or argument is coherent and logical.
- Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.

Topic: Philosophy

Key Question: Is believing in God reasonable?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Look at the difference between fact, opinion and belief.	Introduce and explore the viewpoints Theist, Atheist and Agnostic. Collect questions.	Explore Christian beliefs and what they put their trust in.	Explore Humanist responses to the arguments for gods.	Introduce Pascal's Wager. Discuss why it was rational and whether there are flaws in the argument.	Children to write an answer to the Enquiry question.
Vocabulary	Agnostic Atheist Christian Evidence Faith Humanist Reason Theist					

Enquiry 2 Term: Autumn 2 – Cycle A

Pupils are able to:

- Show awareness that talking about religion and belief can be complex.
- Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
- Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.

Topic: Human/ Social Sciences

Key Question: How has belief in Christianity/ Islam impacted on music and art through history?

Session	Session 1 (Engage and Enquire)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Look at how different medias communicate emotion. Collect questions	Explore Christian art. Compare and contrast photos of the inside of churches of different denominations.	Listen to Christian music. Explore what change has taken place in belief since the Renaissance.	Look at Muslim art. Compare inside of a mosque to the inside of an Orthodox church.	Listen to Muslim music. Compare with Christian music.	Children to write an answer to the Enquiry question. What religious art traditions can be found? Does a place of worship need art?
Vocabulary	Aniconism Architecture Church Expression Hadith Hymn Iconoclasm Mosque Prophet Symbolic					

Enquiry 3 Term: Spring 1 – Cycle A

Pupils are able to:

- Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.
- Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.
- Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.
- Understand the relationship between the concept of a corporeal and incorporeal world.

Topic: Philosophy

Key Question: What can we learn about the world/ knowledge/ meaning of life from the great philosophers?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Examine the work of Socrates in the work of Plato and discuss the idea of 'true' knowledge.	Compare and contrast Plato's eternal soul and that found in Christianity.	Who is Buddha and why is he important? Introduce the basic principles of Buddhism.	Visit Norwich Buddhist Centre. Examine the idea of karma and reincarnation in Buddhism.	Look at the concepts of punishment of the soul in Christianity and Buddhism.	Children to write an answer to the Enquiry question.
Vocabulary	Corporeal Eternal Incorporeal Karma Philosophers Philosophy Reincarnation Soul Self					

Enquiry 4 Term: Spring 2 – Cycle A

Pupils are able to:

- Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.
- Describe the connections between sacrifice in the OT and NT and the link to Jesus as the ultimate sacrifice.
- Describe the significance of resurrection and how it shapes how Christians see the world and others.
- Describe how the resurrection effects how Christians might live their lives.

Topic: Theology

Key Question: What difference does the resurrection make to Christians?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 2 (Explore)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Evaluate)
LO	Explore different celebrations and discuss their importance.	Discuss and look at the Easter statements. (see resource) Collect children's questions.	Compare the different Gospel accounts of the death and resurrection of Jesus.	Read Luke 24 and identify the evidence within it for the resurrection.	Study the significance of Good Friday and Easter Sunday and how they are celebrated in different ways by Christians.	Children to write an answer to the Enquiry question. Consider whether Easter is a festival of new life or sacrifice.
Vocabulary	Crucifixion Easter Sunday Eternal life Forgiveness Good Friday Gospel Redemption Resurrection Sacrifice					

Enquiry 5 Term: Summer 1 – Cycle A

Pupils are able to:

- Describe different sources of authority and how they link with beliefs.
- Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.
- Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.
- Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.
- Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Topic: Theology

Key Question: How do Hindus make sense of the world?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Introduce the key concepts of Samsara, Karma and Ahimsa.	Explain the goal of Moksha in Hinduism and how a believer might attain this. Collect questions.	Explore the Four Paths in Hinduism.	Look at the life and work of great Hindu figures.	Study the caste system and whether it is still observed in India today.	Children to write an answer to the Enquiry question.
Vocabulary	Ahimsa Brahma Dharma Faith God Goddess Hindu Karma Mandir Moksha Murti Ritual Samsara Sacred Temple World View Worship					

Year 5/6

Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
How do beliefs shape identity for Muslims? Muslim	How do Buddhists explain the suffering in the world? Buddhist	How and why does religion bring peace and conflict? Christian, Muslim, Hindu	What does it mean to be human? Is being happy the greatest purpose in life? Humanist, Christian	Creation and science: conflicting or complementary? Christian, Humanist

Theology, Philosophy and Human/ Social Sciences is shown through the colours.

Enquiry 1 Term: Autumn 1 – Cycle B
Pupils are able to:

- Explain different sources of authority and the connections with beliefs.
- Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
- Explain connections different beliefs being studied and link them to sources of authority using theological terms.
- Explain and discuss how beliefs shape the way Muslims view the world in which they live and how they view others.

Topic: Human/ Social Sciences
Key Question: How do beliefs shape identity for Muslims?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Explore)	Session 7 (Evaluate)
LO	Begin to explore the Social History of Islam through timelines.	Look at the first two Muslim traditions. Collect questions.	Explore how beliefs shape the views of Muslims and how they impact, influence and change lives.	Explore Ramadan and the importance of fasting. Look at the concept of Intention in Islam and what it means to Muslims.	Visit a mosque and explore the role and importance of Jummah Prayers on Muslims daily lives.	Explore the reliability and authenticity of Islamic texts and the role of the Hadith as a source of religious law.	Children to write an answer to the Enquiry question.
Vocabulary	Eid Hadith Hadjira Hajj Iman Jummah Mecca Medina Mosque Qu'ran Ramadan Shia Sufi Sunni						

Enquiry 2 Term: Autumn 2 – Cycle B

Pupils are able to:

- Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.
- Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.
- Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.

Topic: Theology

Key Question: How do Buddhists explain the suffering in the world?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Explore)	Session 7 (Evaluate)
LO	Explore the story of the Buddha and his discovery of the Four Noble Truths.	Explore what the Buddha taught in order to reduce suffering in the world and study the Eightfold Path.	Study quotes from the Buddha and look at what kind of religion Buddhism is in comparison to other major world religions.	Explore the concept of reincarnation. Explore how the 'ultimate goal' is attained.	Explore the idea of Right Intention and what this means for how a Buddhist should live.	Explore the concept of Karma for Buddhists. Explore how this relates to suffering in the world.	Children to write an answer to the Enquiry question.
Vocabulary	Buddha Deities Dukka Eightfold Five Magga Nirodha Nirvana Path Precepts Reincarnation Samsara Samudaya						

Enquiry 3 Term: Spring 1 – Cycle B

Pupils are able to:

- Recognise the controversial nature of this topic, explaining divergent views relating to it.
- Explain what at least two religions believe about peace and conflict.
- Analyse the relationship between peace and pacifism.
- Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e. Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine.

Topic: Human/ Social Sciences

Key Question: How and why does religion bring peace and conflict?

Session	Session 1 and 2 (Engage)	Session 3 and 4 (Enquire)	Session 5 (Explore)	Session 6 (Explore)	Session 7 (Explore)	Session 8 (Evaluate)
LO	Explore what children know about Christian, Muslim and Hindu beliefs in regards to peace.	Explore and question violence in the Bible. Collect pupil voice and questions.	Look at events in History where people have killed in the name of religion.	Look at examples of religious- inspired social action (Martin Luther King).	Look at how different religions interpret sacred texts in their desire for peace.	Children to write an answer to the Enquiry question.
Vocabulary	Ahimsa Conflict Harb al-Muqadis Holy war Islamophobia Jihad Justice Just War Theory Pacifism Peace Qu'ran Self- defence Violence					

Enquiry 4 Term: Spring 2 – Cycle B

Pupils are able to:

- Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher.
- Begin to analyse and evaluate different ways in which philosophers understand human*ness* incorporating what it means to live a 'good' life.
- Use well-chosen pieces of evidence to support and counter a particular argument.

Topic: Philosophy

Key Question: What does it mean to be human? Is being happy the greatest purpose in life?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Look at the work of St. Augustine. Identify the qualities of the soul and that of the body.	Discuss Christians views on what is sinful. Explore whether there is a link between the law and Christianity.	Study Christian martyrs and how they suffered in this world.	Look at the Humanist worldview on what is a good life.	Examine the work of Jeremy Bentham and John Stuart Mill. Look at the Hedonic Calculus as a way of making moral decisions.	Children to write an answer to the Enquiry question.
Vocabulary	Hedonic Calculus Hedonism Humanist Martyrs Platonic Purpose Reason Saint Soul Utilitarianism					

Enquiry 5 Term: Summer 1 – Cycle B

Pupils are able to:

- Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation.
- Explain the connections and divergence between different theories, and how they may fit together or disagree entirely.
- Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.

Topic: Theology

Key Question: Creation and science: conflicting or complementary?

Session	Session 1 (Engage)	Session 2 (Enquire)	Session 3 (Explore)	Session 4 (Explore)	Session 5 (Explore)	Session 6 (Evaluate)
LO	Explore Psalm 8. Discuss how God is described and how this is important.	Study Genesis 1:1-2:3. Summarise what happened. Collect pupil voice.	Read a scientific account of how the world was created- cosmology and evolution. Compare these to Genesis 1.	Use Genesis and cosmology explanations to answer questions about the world.	Explore famous scientists' opinions. Discuss how you can have a theological belief and also be a scientist.	Children to write an answer to the Enquiry question.
Vocabulary	Big Bang Creation theory Cosmology Evidence Evolution Genesis Theory					

Religious Education Skills Progression

These are provided to support teaching staff with their subject knowledge, they are not an expectation of what the children should know by the end of their year.

Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. Where beliefs come from	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.	Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority.	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in believers interpret sources of authority.	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
B. How beliefs change over time	N/A	N/A	Recognise that beliefs are influenced by events in the past and present.	Identify events in history and society which have influenced some religious and non-religious worldviews.	Describe how events in history and society have influenced some religious and non-religious worldviews.	Explain how events in history and society have influenced some religious and non-religious worldviews.
C. How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews.	Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities and differences between and within religions and worldviews.	Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and worldviews.
D. How beliefs shape the way believers see the world and each other	Give an example of how _____ use beliefs to guide their daily lives.	Give different examples of how _____ beliefs influence daily life.	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others.	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.

Philosophy	Year 1	Year 2	Year 3	Year4	Year 5	Year 6
A. The Nature of knowledge, meaning and existence	Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.	Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. Talk about what people mean when they say they 'know' something.	Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing.	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts.	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
B. How and whether things make sense	Give a simple reason using the word 'because' when talking about religion and belief.	Give a reason to say why someone might hold a particular belief using the word 'because'.	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.	Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view, providing pieces of evidence to support these views.	Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument.	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument.
C. Issues of right and wrong, good and bad	Using religious and belief stories to talk about how beliefs impact on how people behave.	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.

Human/ Social Sciences	Year 1	Year 2	Year 3	Year4	Year 5	Year 6
A. The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Explain the different ways in which the terms 'religion' and "belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
B. Diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/ worldviews) with reference to at least two religions/ worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/ worldviews) with reference to at least two different religions/ worldviews.	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/ worldviews) with reference to at least two different religions/ worldviews.
C. The ways In which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Core Knowledge Tables lifted from the Norfolk Agreed Syllabus

Buddhism

	Key Stage 1	Key Stage 2
	Introduce:	Develop understanding of:
Theology: Asking questions theologians ask	Varying beliefs about God. Concepts: The Buddha and Triple Refuge The Jakata tales and Tipitaka	Concepts: the Buddha, Four Noble truths, the cycle of birth, death and rebirth, and the Five Precepts. The varying beliefs about God. The Jakata tales, Tipitaka and Metta Sutta. Key writings of Buddhist teachers. How Buddha's experience impacted on beliefs.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary Ways of reasoning Make links between belief and behaviour	The different views about the nature of knowledge, meaning and existence. Links between suffering and the Four Noble Truths. Buddhist perspectives on moral issues and consideration of the consequences of action in relation to karma.
Human/Social Sciences: Asking questions human and social scientists ask	Key vocabulary associated with the study of Buddhism. Monasteries, temples, festivals, ceremonies, devotion and symbolism as expressions of Buddhism. The importance of not hurting living things and Buddhist stories on daily life.	Key vocabulary and global diversity associated with the study of Buddhism. Meditation and study, festivals and pilgrimage and symbolism. Varying practice, and the importance of looking after the environment.

Christianity

	Key Stage I	Key Stage 2
	Introduce:	**Develop understanding of:**
Theology: Asking questions theologians ask	Concepts: Creation, God, incamation, and salvation. The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.	Concepts: Creation and Fall, God (Trinity), Incamation, and Salvation. The life and teachings of Jesus. Sources of authority such as the Bible, creeds, tradition and different genres and **interpretations.** Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	The different views about the nature of knowledge, meaning and existence. The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition. Christian perspectives on moral issues.
Human/Social Sciences: Asking questions human and **social scientists ask**	Key vocabulary associated with the study of Christianity. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations.	Key vocabulary and global diversity associated with the swdy of Christianity. The church, worship and festivals. The impact of Christian teachings on daily life, the varying expressions of prayer, culwral expressions of the Christian faith and the role of the Christian community in charity work.

Hinduism

	Key Stage I	Key Stage 2
	Introduce:	Develop understanding of:
Theology: Asking questions theologians ask	Concepts:Brahman andAvatars. Hindu Holy Books including the Ramayana.	Concepts:Brahman,Ataman,Avatars,Ahimsa, Samsara and Karma. The oral tradition and theVedas, different genre and interpretations. Examples of teachings of Hindu teachers. Examples of events and experiences which have impacted on Hindu beliefs.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	The different views about the nature of knowledge,meaning and existence. Introducing ethical theory. Introduce moral issues and consider the consequences of action in relation to karma. Moral and values expressed in Hindu stories.
Human/Social Sciences:Asking questions human and social scientists ask	Key vocabulary associated with the stucly of Hinduism. Dharma, symbolism and the centrality of the home in the Hindu tradition. Importance of gatherings for worship, dramatic storytelling and celebrations.	Key vocabulary and global diversity associated with the swdy of Hinduism. Sanacan Dharma.the diversity of practice and expression and festivals. The impact of ahimsa. dharma and karma on daily life and beyond.

Humanism

	Kev Staee I	KevSta-2
	Introduce:	Develop understanding of:
Theology: **Asking** questions theologians ask	Concepts:Atheism,One Life,Golden Rule, humanity. Quotations from Humanist thinkers.	Concepts:Atheism,agnosticism, rationalism, One Life,and Happiness. Examples of writings of Humanist thinkers. Diversity of Humanist thoughL lmponance of evidence. Absence of sacred texts and divine rules.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary. Ways of reasoning. Make links becween belief andbehaviour.	The different views about the nature of knowledge, meaning and existence. Introducing ethical theory such as utilitarianism. Examples of the writing of a Humanist philosopher. Importance of evidence and reasoning in Humanist thought.
Human.lSocial **Sciooces:Asking** questions **human** and social scientists **ask**	Key vocabulary associated with the study of Humanism. The role of ceremonies and cultural traditions. **The** Happy Human symbol. Impact of thinking about consequences of action.	Key vocabulary relating to the swdy of Humanism as a philosophy *or* life seance. Diverse practice in relation to ceremonies and culwral festivals. The importance of the nawral world and caring *for* the environmenL Theimportance of the arcs and sciences. The importance of love and relationships.

Islam

	Key Stage 1 Introduce:	Key Stage 2 Develop understand OR of:
Theology: **Asking** questions theologians ask	The concept of One God. The life and teachings ol the Prophet Muhammad. The Qur'an as a reveah!d scripture.	Concepts:Tawhid,Creation, Prophethood, Revelation, KhalWah and Akirah. The life and teachings of the Prophet Muhammad and the SixArtides of Sunni **Belief.** The Qur'an and Hadith as sources of authority,different genres and the value of recitation. Key teachings from important Muslim teachers. The impact of the spread of Islam. How experiences have impacted on belief.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary. Ways of reasoning. Make links becween belief andbehaviour.	The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Muslim perspectives on moral issues, including the idea of 'intention·.
Human.lSocial **Sciences:Asking** questions **human** and social scientists **ask**	Key vocabulary associated with the study of Islam. The masjid (mosque), the Five Pilars of Islam, symbolism and artefacts. The role of festivals. ceremonies and Madrassah in the Mus.tim tradition.	Key vocabulary and global diversity associated with the study of Islam. The masjid, the Five Pilars of Islam and the dv-ee main Mus.tims traditions (Suooi,Shia. Sufi). Diversity of expression,customs and practices within Islam and their impact on daily life. The .,,porcance of Ramadan, the cwo Eid festivals and Jummah prayers.

Judaism

	Kev Staee I	KevSta-2
	Introduce:	Develop understanding of:
Theology: Asking quesuons theologians ask	The concept of One God TheTonh as the five books of Moses. wntten in Heb«!w. The different genre contained within the first five books. Narraoves about the ltves of Jewish descendants.	Concepts:One God,The Covenant.M,cr,o AtonemenL The Torah and Takrlud as sources of authonty. The Heb<ew B,ble. TeNaCh (Torah, Nev,.,,, Kewv,m) Imp0rtance of the Shema l\brntives assooated wrt:h the de¥e10pment of the Jewish traditiOn. Imp0rtance of reading the Torah out loud. Key teachi from 1mp0rtantJewish teachers HlStoncal 1moact lewuh belaef.s/culture
Philosophy: Ask.mg questions philosophers ask	Key philosophical vocabulary W'ilys of reasoning Make links between behel and behaviour	The different views about the nature of knowledge.meanmg and existence. lntroduang ethical theory Jewish perspectives on moral issues 1nclud1ng the impact of the 613 mitzvot,especially the 10 commandments.. The importance of loving one's neighbour. Gern1lut Chasadim.Tzedakah,
Human/Social Sciences:Askmg questions human and soaal scientists ask	Key vocabulary assoccated with the study of Judaism. Shabbat and the importance of the home and ***larroly*** hie The role of fest1vals wfuch connect with Jewish hlStOf"Y. The synagogue and varymg ceremomes that take place wtth1n 1L	Key voc:abulary and global diversity associated with the study *ot* Juda,sm. Importance of fest:rvals for the Jewish convnunrty such as Yom Kippur. Symbol,sm and artefacts used by someJewish people at (esttvals and m ntuals. The importance and role of Shabbat and read,ng of the Torah The role of Synagogue and Cheder ,n the Jewish community. The rules *of* Kashrut The importance of Jerusalem and the 'Westem W..11 for many Jewuh people.

Sikhism

	Key Sta2e I	Key Sta"" 2
	Introduce:	**Develop understanding of:**
Theology: Asking **questions** theologians ask	The concepts of One God and equality. **The life and teachings of Guru Nanak** The Guru Granth Sahib as a living Guru. **The Hool Mantra.**	Concepts:lk Onlcar, Equality,hukam and **Samsara.** The life and teachings of the IO Gurus **The Guru Grand, Sahib.includingits compilation and diversity of contents.** Stories from the life of Guru Nanak (janamaskhis) Impact of martyrdom on Sikh teachings.
Philosophy: Asking **questions** philosophers ask	Key philosophical vocabulary. **Ways of reasoning.** **Make links becween belief and behaviour.**	**The different views about the nature of knowledge, meaning and existence.** **Introducing ethical theory.** **Sikh perspectives on moral issues, including impact of'hukam' and emphasis on equality.**
Human.lSocial Sciooces:Asking **questions** human and **social scientists** ask	Key vocabulary associated with the study of Sikhism. The gurdwara, langar and 5Ks **The role of festivals and ceremonies such as** Baisakhi and AmriL	Key vocabulary and global diversity associated with the study of Sikhism, including term Sikhi. **The diversity of practice including the Gurdwara. festivals and ceremonies such as Amrit.** Syrnboism includingvarying practice of wearing the 5Ks. **Imporcance of values in the Sikh tradition.** **Global importance ofAmrtisar and the** Golden Temple.

Vocabulary Progression

	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
Year 1	Because Belief Reason Religion Sense Worship	Celebration Christian Christmas Community Easter Eid- ul- Adha Eid- ul- Fitr Festival Hanukah Muslim Religion	Candles Creation Jew Jewish Judaism Kiddish cup Menorah Shabbat Synagogue Zemirot	Christian Cross Crucifixion Jesus Resurrection Salvation	Brahma Care Christian Creation God Hindu Origin Universe Vishnu
Year 2	Diwali Havdalah Menorah Shabbat Symbolism Worship	Advent Incarnation Jesus Nativity Salvation Son of God	Belong Belonging Faith Bible Commandments Advent Lent	Matzah bread Moses Passover Pesach Seder plate	Agnostic Allah Atheist Braham God Humanist Theist
Year 3	Baptism Bar Mitzvah Bat Mitzvah Belonging Commitment Faith	Baptism Father Gospel Holy Spirit Incarnation Son Symbol Trinity	Humanism Logical Moral Morality Philosophy	Allah Muslim Muhammad Prophet Qur'an Shahadah Recitation Revelation Tawhid	Five Pillars Hajj Islam Mosque Muslim Salah Sawm Shahadah Shia Sufi Sunni Zakah
Year 4	Authority Bible Commandments Incarnation Reformation Sacrifice Testament Prophecy	Axiom Burden of proof Evidence Ik Onkar Proof Supreme Truth Ultimate Reality Waheguru	Christian Compassion Contribution Dharma Hindu Impact Seva Society	Christianity Belief Denomination Practise Reformation Society Worship	Altruism Self- sacrifice Sacrifice Ultimate sacrifice

Year 5	Atheist Agnostic Faith Theist Reason Evidence	Aniconism Architecture Expression Hadith Hymn Iconoclasm Symbolic	Corporeal Eternal Incorporeal Karma Philosophers Philosophy Reincarnation Self Soul	Crucifixion Easter Sunday Eternal Life Forgiveness Good Friday Gospel Redemption Resurrection Sacrifice Salvation	Ahimsa Braham Dharma Caste System Karma Moksha Murti Ramayana Samsara
Year 6	Ahimsa Conflict Harb al-Muqadis Hinduism Islam Islamophobia Jihad Just War Theory Pacifism Peace Self-defence Violence	Buddha Deities Dukka Eightfold Karma Magga Nirodha Nirvana Precepts Reincarnation	Hedonic Calculus Hedonism Humanist Platonic Purpose Reason Saint Soul Utilitarianism	Big Bang Theory Cosmology Creation Theory Evidence Evolution Genesis	Eid Hadith Hadjira Hajj Jummah Mecca Medina Qu'ran Ramadan Sawm Salat Shia Sufi Sunni Zakat