

2025-2026

# Curriculum Skills and Progression Religious Education

*'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'*



The Nebula Federation

Old Catton Church of England Junior School

2025-2026

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**RE Statement of Intent:**

**Religious Education at Old Catton C of E Junior School aims at ‘religious literacy’ for all students. In year 3 we explore the ‘central beliefs’ of our core religions: Christianity, Islam and Hinduism. This year is designed to give a sound grounding to year 3 students so that they can build on this knowledge as they progress through the school. In year 4 this knowledge is built on by looking further into the ‘lived experiences’ of religious people as they travel through their ‘religious journeys’. In year 5 a more critical examination is undertaken, and alternative views are brought in to enable them to become ‘critical thinkers’. They examine the work of philosophers and encounter worldviews like Humanism as well as uniting Christianity with its Judaic roots. We also look at the major crosscurrents in Christianity and Islam throughout history by tracing their common influences in Judaism and the Translation Movement of Ancient Baghdad under Al-Kindi. In year 6 we look closer at the spiritual and moral questions humans tackle throughout their lives. Encouraging children to draw on their knowledge from previous years they become ‘deeper thinkers’.**

**For each year group there is a selection of discretely philosophical mini units that are there to help ensure philosophical thinking is accessible to all children as this has been identified as an unfamiliar aspect to our teaching. These are being embedded now. We are also focusing on the skills and points of view required to study religions through the ‘lenses’ detailed below. We are currently undergoing training sessions on a half termly basis to boost that part of teachers’ knowledge. The lenses are currently planned for, covered and these skills are being assessed against the Age-Related Expectations but the lenses themselves are not yet explicit enough.**



**Christian Distinctiveness Statement:**

**At Old Catton C of E Junior School, we teach RE with the express desire to foster religious literacy. We believe that this leads to a greater understanding between people of different beliefs and none. We believe that through a greater understanding of each other we will find it easier to ‘Love’ one another, despite the differences we discover. We have identified that this subject gives ‘Hope’ to the concept of religious tolerance and future peace between nations and religions through a greater understanding of one another. We believe this subject gives ‘Joy’ to our school community through its challenging nature and its ability to explore the bigger questions life has to offer in a safe and open environment. Our chosen Bible story of the Good Shepherd relates to this subject in the actions of our teachers; we provide a safe environment for our pupils to explore belief and we guide them through their misconceptions.**

**‘You will know them by what they do’ Matthew 7: 17 guides teachers and pupils to be tolerant and curious about worldviews and religions in order to explore them, understand them and speak with a high level of religious literacy. Teachers work hard on their subject knowledge and embrace scholarship in order to pass on the fruits of their labour.**

**The Nebula Spirituality Statement:**

*‘Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.’*

**This understanding of spirituality is exemplified in our RE curriculum as we learn about how others have understood the Big Questions posed by existence. Our emphasis on the Philosophical Lens helps us to ignite this type of thinking in children and throughout RE, and the rest of the curriculum, children are encouraged to draw links back to these ultimate questions. The Theological Lens helps bring us into contact with the concepts of prophecy or sacredness as well how to interpret the teachings of Holy figures. The Human and Social Science lens brings us into contact with everyday lived experience of believers and non-believers as they make meaning in the world.**

### Recovery Notes:

We assess children's RE knowledge during the beginning of each enquiry and gauge how much of the new content they need to encounter, whether for recall or for the first time. In year 3 we give a rich overview of the three main religions in our curriculum: Christianity, Hinduism and Islam, as well as introducing Philosophy as a concept using the doll of Socrates.

### Philosophy Starters in Years 3, 4 and 5:

In order to get the year going and inspire the type of thinking needed in the classroom there are philosophy units that are taught from in years 3, 4 and 5 before the main units start. This year due to the change in the time table these units can take time to teach. They are discussion based and introduce philosophical thinking at the level required for that year group.



### Worldviews:

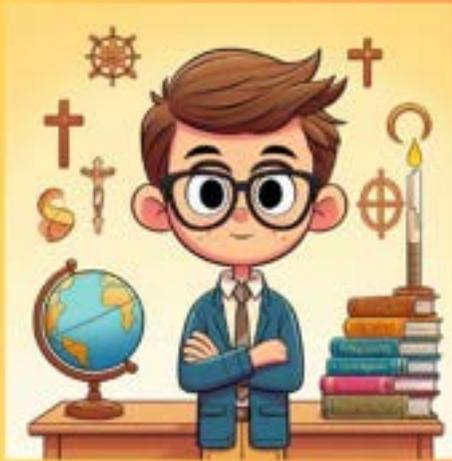
The move to a Worldviews awareness is continuing in year 5. At the moment there is a question as to how to introduce worldviews in years 3 and 4. We understand worldviews as the idea that no one stands nowhere and each of us has a point of view from which we see the world. These Worldviews are changeable and open to a range of influences such as biological, psychological, cultural, institutional, personal, familial, and political. This is a complicated and contested aspect of RE and so, using the Norfolk Agreed Syllabus 2019 we will begin to explore diverse thinking within and between religions and think about our own perspectives, prejudices and preconceptions in an age-appropriate way. There are cross-curricular links with Guided Reading – particularly when discussing author intention. History and

Geography also lend themselves to this idea as we explore the world and how it is viewed.

We are currently encouraging children to think about and then revisit their Worldviews lens to encourage an awareness of personal knowledge.

### Disciplinary Lenses:

We are also introducing three new characters to ensure the three lenses can be recalled and the inherent skills within employed by the pupils. This is part of a move towards a clearer understanding and differentiation between the disciplinary lenses of Theology, Social Sciences and Philosophy. Using these characters the children will become more familiar with the types of questions and skills needed to pursue each enquiry. Each question is lifted from the disciplinary question lists found below. Our characters are as follows:



**Theo**

**the Theologian**

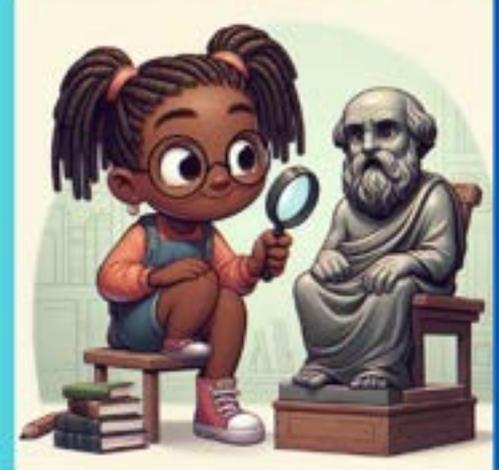
Theo asks questions about believing - what do believers believe and why?



**LIVVIE**

**THE SOCIAL  
SCIENTIST**

Livvie asks questions about people's lived experiences and looks at data and real life.



**SOPHIE**

**THE PHILOSOPHER**

Sophie asks questions about what people think - why they think it and if it makes sense.

### We understand RE as a multi- disciplinary subject:

In our curriculum RE is rooted in three disciplines. These are theology, philosophy and the human/social sciences, the latter of which is a collection of disciplines. Our progression map shows how skills within each of these disciplines are developed across the key stages.

Theology	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A.</b> <b>Where beliefs come from</b>	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 <sup>1</sup> 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 which 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>B.</b> <b>How beliefs change over time</b>	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
<b>C.</b> <b>How beliefs relate to each other</b>	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	Make clear links between different beliefs being studied within a religion or worldview.  Identify some of the similarities and	Describe the connections between different beliefs being studied and link them to sources of authority	Explain connections between different beliefs being studied and link them to sources of authority using theological terms

<sup>1</sup> Sources of authority include sacred texts, creeds, statements of belief, tradition, principles or rules, conscience, rational thinking.

		differences between and within religions and worldviews.	differences between and within religions and worldviews	Describe some of the key theological similarities and differences between and within religions and worldviews	Explain the key theological similarities and differences between and within religions and worldviews
<b>D.</b> <b>How beliefs shape the way believers see the world and each other</b>	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

**KS2 Core Questions**

- What do XXXX believe about God?
- How do XXX explain the suffering in the world?
- What is the bible and how do people interpret it?
- How reliable are sources of authority for believers?
- Why is there so much diversity of belief within XXXX?
- Where do religious beliefs come from?
- How have events in history shaped beliefs?
- One narrative, many beliefs? Why do people interpret things differently?
- What do Christians learn from the creation story?
- What is the Trinity?
- Why do Christians call the day Jesus died 'Good Friday'?
- What does it mean if God is holy and loving?
- Creation and science: Conflicting or complementary?
- Was Jesus the Messiah?
- What did Jesus do to save human beings?
- What differences does the resurrection make for Christians?
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Philosophy	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>A.</b></p> <p><b>The Nature of knowledge, meaning and existence</b></p>	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them</p> <p>Talk about what people mean when they say they ‘know’ something.</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them</p> <p>Talk about the difference between knowing and believing.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>
<p><b>B.</b></p> <p><b>How and whether things make sense</b></p>	<p>Give a reason to say why someone might hold a particular belief using the word ‘because’</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views</p>	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument</p>
<p><b>C.</b></p> <p><b>Issues of right and</b></p>	<p>Using religious and belief stories, make connections</p>	<p>Recognise that it is difficult to define</p>	<p>Describe a range of answers to ethical and moral questions, showing</p>	<p>Explain a range of answers to ethical and moral questions and</p>	<p>Begin to analyse and evaluate a range of different answers to</p>

<p>wrong, good and bad</p>	<p>between peoples' beliefs about right and wrong and their actions.</p>	<p>'right', 'wrong', 'good' and 'bad'.  Recognise some of the similarities and differences between these ideas.</p>	<p>awareness of the diversity of opinion and why there are differences.</p>	<p>issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>	<p>ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>
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**KS2 Core Questions**

- Why is there suffering in the world?
- What is the difference between believing and knowing?
- What do we mean by 'truth'?
- What can we learn about the world/knowledge/meaning of life from the great philosophers?
- How do people make moral decisions?
- How do people respond to issues of poverty and justice?
- What does it mean to be 'human'?
- What kind of world should we live in?
- Is seeing believing?
- Can kindness change the world?
- Is being happy the greatest purpose in life?
- Is believing in God reasonable?

Human/Social Sciences	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A.</b>  <b>The diverse nature of religion</b>	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.	<p>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.</p> <p>Show awareness that talking about religion and belief can be complex.</p>	<p>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.</p> <p>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p>
<b>B.</b>  <b>Diverse ways in which people practice and express beliefs</b>	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.
<b>C.</b>  <b>The ways in which beliefs</b>	Identify ways in which beliefs can have an impact on a believer's daily	Identify a range of ways in which beliefs can have an impact on a believer's daily life,	Describe ways in which beliefs can impact on and influence individual lives, communities and	Explain how beliefs impact on and influence individual lives, communities and society,	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives,

<p>shape individual identity, and impact on communities and society and vice versa</p>	<p>life, their family or local community.</p>	<p>their family, community and society.</p>	<p>society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>and how individuals, communities and society can also shape beliefs.</p>	<p>communities and society, and how individuals, communities and society can also shape beliefs.</p>
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**KS2 Core Questions**

- What do we mean by religion? What makes a religion a religion?
- Does religion bring peace, conflict or both?
- How do beliefs shape identity for XXXX?
- What can we learn from different members/expressions of the XXXX tradition?
- How have expressions of XXXX changed over time?
- How do XXXX express their religious beliefs in modern Britain and in XXXX (name of country)?
- What does it mean to be part of a global religious/worldview community?
- How do people express commitment to a religion or worldview in different ways?
- What difference does being a XXXX make to daily life?
- How do/have religious groups contribute to society and culture?

In order to introduce the lenses to the children there is a PowerPoint made for Lower and Upper school about the Lenses and a sheet for children to examine their own way of viewing the world. This will be covered in Spring Term.



RE – Lenses lower school.pdf



Self Knowledge lens.pdf



RE – Lenses upper school.pdf



Self Knowledge lens upper.pdf

Core Knowledge Tables – Lifted from the Norfolk Agreed Syllabus – Complete with Key Vocabulary for each religion. Please refer to Key Stage 2

## Buddhism

	<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>
	Introduce:	Develop understanding of:	Secure understanding of:
<b>Theology:</b> Asking questions theologians ask	Varying beliefs about God. Concepts: The Buddha and Triple Refuge The Jataka 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 Jataka tales, Tipitaka and Metta Sutta. Key writings of Buddhist teachers. How Buddha's experience impacted on beliefs.	For Buddhists, questions about God are unanswerable. Concepts: The Buddha, Anicca, Dukkha, Anatta, Four Noble Truths, Karma, Triple refuge and the divergent paths of Buddhism. The Dhammapada, role of the Sangha and authority given to teachings of Buddha. Writings of Buddhist theologians e.g. Dalai Lama.
<b>Philosophy:</b> 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.	Theories of knowledge, philosophy of religion and ethical theory, including those of the Buddha. Buddhist philosophy relating to personal experience and truth. Methods Buddhists use to evaluate and address dilemmas such as the principle of loving kindness.
<b>Human/Social Sciences:</b> 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.	The complex nature of Buddhist philosophies. Diversity of practice, importance of meditation and study, and symbolism. The involvement of Buddhists in social action, impact of Buddhism on western culture and the media portrayal of Buddhists.

## Christianity

	<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>
	Introduce:	Develop understanding of:	Secure understanding of:
<b>Theology:</b> Asking questions theologians ask	<p>Concepts: Creation, God, incarnation, and salvation.</p> <p>The life and teachings of Jesus.</p> <p>The Bible as a sacred text for Christians and its different genres.</p>	<p>Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation.</p> <p>The life and teachings of Jesus.</p> <p>Sources of authority such as the Bible, creeds, tradition and different genres and interpretations.</p> <p>Key teachings from important Christian thinkers.</p> <p>How events in society have influenced Christian beliefs.</p>	<p>Concepts: Creation and Fall, God (Trinity), Jesus, incarnation, salvation and Kingdom of God.</p> <p>Issues of reliability, authenticity, historicity and authorship of the Bible and other sources.</p> <p>Writings from a range of key Christian theologians</p> <p>Events in history and personal experiences which have impacted on beliefs and vice versa.</p>
<b>Philosophy:</b> Asking questions philosophers ask	<p>Key philosophical vocabulary.</p> <p>Ways of reasoning.</p> <p>Make links between belief and behaviour.</p>	<p>The different views about the nature of knowledge, meaning and existence.</p> <p>The work of one key Christian philosopher</p> <p>Ethical theory, including the importance of love and forgiveness within Christian tradition.</p> <p>Christian perspectives on moral issues.</p>	<p>Theories of knowledge, philosophy of religion and ethical theory.</p> <p>Works of two or three Christian philosophers.</p> <p>Philosophical responses to theological questions that Christians raise.</p> <p>Methods Christians use to evaluate and address dilemmas.</p>
<b>Human/Social Sciences:</b> Asking questions human and social scientists ask	<p>Key vocabulary associated with the study of Christianity.</p> <p>The local church(es), symbolism and artefacts as expressions of Christianity.</p> <p>The importance of rites of passage, worship gathering and celebrations.</p>	<p>Key vocabulary and global diversity associated with the study of Christianity.</p> <p>The church, worship and festivals.</p> <p>The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the</p> <p>Christian community in charity work.</p>	<p>The complex nature of Christianity and how culture and politics have shaped it over time.</p> <p>The nature of the church and its internal diversity.</p> <p>The impact of the Bible and rites of passage on individuals and communities.</p> <p>The relationship between the Church and State and the role of Christianity in the public sphere.</p>

## Hinduism

	<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>
	Introduce:	Develop understanding of:	Secure understanding of:
<b>Theology:</b> Asking questions theologians ask	Concepts: Brahman and Avatars. Hindu Holy Books including the Ramayana.	Concepts: Brahman, Atman, Avatars, Ahimsa, Samsara and Karma. The oral tradition and the Vedas, different genre and interpretations. Examples of teachings of Hindu teachers. Examples of events and experiences which have impacted on Hindu beliefs.	Concepts: Brahman Trimurti, Atman, cyclical nature of time, creation, maya, samsara and karma. Issues of reliability, authenticity, historicity and authorship of Hindu sources of authority. Differences between Shruti and Smriti scriptures. Examples of writings by gurus, swamis and rishis. The Astika and Nastika intellectual traditions. Impact of experiences and events on Hindu beliefs and vice versa.
<b>Philosophy:</b> 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.	Theories of knowledge, philosophy of religion and ethical theory, including maya, Loka, Devas and Asura. The way gunas interact to determine things. Hindu ethics and moral duties, different methods Hindus use to evaluate and address dilemmas.
<b>Human/Social Sciences:</b> Asking questions human and social scientists ask	Key vocabulary associated with the study 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 study of Hinduism. Sanatan Dharma, the diversity of practice and expression and festivals. The impact of ahimsa, dharma and karma on daily life and beyond.	The complex nature of Hindu philosophies and how they are understood. Sanatan dharma, laws of Manu, diversity of worship, pilgrimage and the practice of yoga. The role of story and festivals, the impact of teachings on daily life, the relationship between social duty and the four ashramas, and the changing role of men and women within the Hindu traditions.

## Humanism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: Asking questions theologians ask	<p>Concepts: Atheism, One Life, Golden Rule, humanity.</p> <p>Quotations from Humanist thinkers.</p>	<p>Concepts: Atheism, agnosticism, rationalism, One Life, and Happiness.</p> <p>Examples of writings of Humanist thinkers.</p> <p>Diversity of Humanist thought.</p> <p>Importance of evidence.</p> <p>Absence of sacred texts and divine rules.</p>	<p>Concepts: meaningful life, humanism, secularism, rationalism, evolution, scepticism</p> <p>reliability, authenticity, historical accuracy and authorship of sources by key humanist thinkers.</p> <p>The different genre used within the humanist tradition.</p> <p>How experiences have impacted on humanist beliefs through history and vice versa.</p> <p>The similarities and differences between humanist values and those of theistic worldviews.</p>
Philosophy: Asking questions philosophers ask	<p>Key philosophical vocabulary.</p> <p>Ways of reasoning.</p> <p>Make links between belief and behaviour.</p>	<p>The different views about the nature of knowledge, meaning and existence.</p> <p>Introducing ethical theory such as utilitarianism.</p> <p>Examples of the writing of a Humanist philosopher.</p> <p>Importance of evidence and reasoning in Humanist thought.</p>	<p>Theories of knowledge, philosophy of religion and ethical theory, including AC Grayling and Hawking.</p> <p>Humanist responses to theological questions such as miracles and religious experience.</p> <p>Ethical theory from a Humanist perspective.</p> <p>Humanist UK lobbying on assisted dying.</p> <p>UN Declaration of Human Rights.</p>
Human/Social Sciences: Asking questions human and social scientists ask	<p>Key vocabulary associated with the study of Humanism.</p> <p>The role of ceremonies and cultural traditions.</p> <p>The Happy Human symbol.</p> <p>Impact of thinking about consequences of action.</p>	<p>Key vocabulary relating to the study of Humanism as a philosophy or life stance.</p> <p>Diverse practice in relation to ceremonies and cultural festivals.</p> <p>The importance of the natural world and caring for the environment.</p> <p>The importance of the arts and sciences.</p> <p>The importance of love and relationships.</p>	<p>The complex nature of Humanist and Secular philosophies.</p> <p>Religious Atheism.</p> <p>Humanist practice relating to death and mortality.</p> <p>The work of humanist chaplains.</p> <p>Humanist responses to pseudoscience.</p> <p>Relationship of science and humanist beliefs.</p> <p>Campaigns run by the British Humanist Association in the public sphere.</p>

## Islam

	<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>
	Introduce:	Develop understanding of:	Secure understanding of:
<p>Theology: Asking questions theologians ask</p>	<p>The concept of One God. The life and teachings of the Prophet Muhammad. The Qur'an as a revealed scripture.</p>	<p>Concepts: Tawhid, Creation, Prophethood, Revelation, Khalifah and Akhirah. The life and teachings of the Prophet Muhammad and the Six Articles 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.</p>	<p>Concepts: Tawhid, Submission, Revelation, Akhirah and Jihad. The importance of the Prophet Muhammad. The theological divergence and distinctions within Islam and Shariah Law. Issues of reliability, authenticity, and translation of the Qur'an and Hadith. Differences between revealed scripture, sayings of the Prophet Muhammad and the Sunnah. Writings from key Muslim theologians. Events in history and personal experiences which have impacted on beliefs and vice versa.</p>
<p>Philosophy: Asking questions philosophers ask</p>	<p>Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.</p>	<p>The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Muslim perspectives on moral issues, including the idea of 'intention'.</p>	<p>Theories of knowledge, philosophy of religion and ethical theory including Muslim perspectives. The impact of Greater Jihad on an individual Muslim's struggle to choose to do right. The impact of Shariah Law on Muslim decision making.</p>
<p>Human/Social Sciences: Asking questions human and social scientists ask</p>	<p>Key vocabulary associated with the study of Islam. The masjid (mosque), the Five Pillars of Islam, symbolism and artefacts. The role of festivals, ceremonies and Madrassah in the Muslim tradition.</p>	<p>Key vocabulary and global diversity associated with the study of Islam. The masjid, the Five Pillars of Islam and the three main Muslims traditions (Sunni, Shia, Sufi). Diversity of expression, customs and practices within Islam and their impact on daily life. The importance of Ramadan, the two Eid festivals and Jummah prayers.</p>	<p>The three main traditions within Islam, and how they are understood culturally, religiously and politically. Diversity of practice across different Muslim groups in the UK and beyond. The impact of tawhid on creative expression. The community/societal role of the mosque and importance of Ummah. The role of Islam in scientific discoveries and historical events. Importance of ibadah in daily life.</p>

## Judaism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
<b>Theology:</b> Asking questions theologians ask	The concept of One God The Torah as the five books of Moses, written in Hebrew. The different genre contained within the first five books. Narratives about the lives of Jewish descendants.	Concepts: One God, The Covenant, Mitzvot, Atonement. The Torah and Talmud as sources of authority. The Hebrew Bible, TeNaCh (Torah, Nevi'im, Ketuvim) Importance of the Shema Narratives associated with the development of the Jewish tradition. Importance of reading the Torah out loud. Key teachings from important Jewish teachers Historical impact Jewish beliefs/culture	Concepts: One God who is holy, just and merciful, covenant, Mitzvot, Atonement, The Messianic Age The 13 principles of Maimonides Issues of reliability, authenticity, and translation of the The Torah, Nevi'im and Ketuvim. The Talmud as Mishnah and Gemara. The theological divergence and distinctions within Judaism. Impact of Shoah on Jewish beliefs.
<b>Philosophy:</b> 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 Jewish perspectives on moral issues including the impact of the 613 mitzvot, especially the 10 commandments. The importance of loving one's neighbour. Gemillut Chasadim, Tzedakah,	Theories of knowledge, philosophy of religion and ethical theory including Jewish perspectives. Ways in which Jewish people make decisions based on the teachings in the Torah, Talmud and the Rabbis. Importance of concepts of Tikkun Olam and Bal Tashhit on making moral decisions.
<b>Human/Social Sciences:</b> Asking questions human and social scientists ask	Key vocabulary associated with the study of Judaism. Shabbat and the importance of the home and family life The role of festivals which connect with Jewish history. The synagogue and varying ceremonies that take place within it.	Key vocabulary and global diversity associated with the study of Judaism. Importance of festivals for the Jewish community such as Yom Kippur. Symbolism and artefacts used by some Jewish people at festivals and in rituals. The importance and role of Shabbat and reading of the Torah The role of Synagogue and Cheder in the Jewish community. The rules of Kashrut The importance of Jerusalem and the Western Wall for many Jewish people.	Historical and current cultural and political perspectives on the development of the Jewish faith. Divergence of practice in worship, prayer and seeking social justice. Importance of the High Holy Days and the need for repentance and forgiveness. The impact of Shoah on expressions of Jewish faith across the world. The role of Eretz Israel, Jerusalem and the Western Wall for Jewish identity Jewish influence on the arts, music and film industries. Impact of technology of Jewish daily life.

## Sikhism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure 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 Mool Mantra.	Concepts: Ik Onkar, Equality, hukam and Samsara. The life and teachings of the 10 Gurus The Guru Granth Sahib, including its compilation and diversity of contents. Stories from the life of Guru Nanak (janamaskhis) Impact of martyrdom on Sikh teachings.	Concepts: Ik Onkar, Samsara, Nadar, Mukti and Karma. Sikh purpose of finding union with God. The life and teachings of the 10 Gurus. Adi Granth and the final vesion of the Guru Granth Sahib Nam Simran (meditating on God's name) Issues concerning authority and revelation. Impact of persecution and martyrdom on Sikh faith and teachings.
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. Sikh perspectives on moral issues, including impact of 'hukam' and emphasis on equality.	Theories of knowledge, philosophy of religion and ethical theory including Sikh perspectives. Impact of hukam and Sikh purpose in life on ethical theory. The impact of Rahit and Kurahit for the ethical and moral behaviour of Sikhs. Sikh principles for living such as kirat karna and vand chhakna.
Human/Social Sciences: 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 Amrit.	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. Symbolism including varying practice of wearing the 5Ks. Importance of values in the Sikh tradition. Global importance of Amritsar and the Golden Temple.	Historical perspectives on the development and growth of the Sikh tradition. The Gurdwara, festivals, pilgrimage and ceremonies including diversity of practice and historical perspectives. Impact of being part of the Khalsa. Impact of Nam Simran. Importance of Sewa. Impact of kirat karna and vand chhakna on individuals and communities. The Network of Sikh Organisations. Work of Sikhs in the education sector.

SEND Adjustments:

## SEN Adaptations for all Subjects

- Word Banks for pre-learning and to support during topics and themes
- Cutting and Sticking Key Words on to work as prompts
- Print out portions of work and learning objectives to minimise writing
- Coloured Paper or recycled paper to minimise visual stress
- Breaking down lessons into short, manageable chunks
- Mixed ability groups – using peers as support and role models
- Adult assistance nearby
- Using another student as a reader/support
- Knowledge map/Mind Maps
- Recording ideas on whiteboards as an aide memoire
- Recording devices to record their answers/sentences – talking tins, iPad
- Clipboards - flexibility of where to sit
- Printing work larger and in smaller chunks
- Cloze passages/activities to check learning
- Draw answers or explanations
- Songs and rhymes/mnemonics – Horrible Histories
- Actions – telling the story of a lesson
- My Turn/Your Turn
- Breaks
- Targets made clear for lessons and learning – linked to IEP
- Now/Next

## Reasonable Adjustments in the classroom

- Weighted lap/shoulder blanket
- Visual Timetables – class and individual
- Fidget toys available
- Coloured Paper for visual stress
- Cushions for seats – wobble and wedge cushions
- Coloured Overlays
- Headphones/ear defenders
- Gloves/Plastic Paper (So don't have to touch paper)
- Remembering/'to do' lists
- iPad as a translator
- iPad to record ideas
- Dictation apps and programs
- 'Memory' buddy – prompt each other
- Equipment adapted for needs (books, scissors, pencils, whiteboard)
- Enlarged typefaces
- Open Dyslexia font used as standard practice
- Coloured exercise books (Crossbow Education)
- Changing font size
- Writing frames and scaffolding
- Word lists of key vocabulary for pre-learning and as prompts
- Relevant word banks of common language for different subjects
- Trying a 1:1 adult/adult nearby
- Having a study buddy
- Checking seating position – sight problems – near the back for sensory needs
- Writing slopes
- Whiteboards for practising writing or note taking (flowing)

## Curriculum Skills and Progression Map

- A safe/quiet space in or near the classroom
- Special interest projects linked to and alongside class learning
- Sensory time/circuits
- Sitting on a chair or specific spot on carpet or for Assembly/Collective Worship
- Reduced timetable
- Sensory room
- Proud/success book
- Read ahead in class stores or texts for over learning
- Extra break time-or break at a different time
- Zoning the playground or field for containment and added sense of safety
- ATT
- Behaviour plans
- One Page Pupil Profiles
- Resistance bands
- Social stories
- Extra time for the trickier tasks
- Use of concrete resources in Maths
- Visual and Picture aids
- Emotion fans/PATHS cards
- Extra RSE learning/PANTS video to understand appropriate behaviour and emotions
- Allow talk time for those who find recording difficult
- Use of a scribe
- Worry monsters and boxes
- Place value and times tables resources
- Close to adult support
- Time-outs
- Simplified work

## Curriculum Skills and Progression Map

- Keeping instructions short and one at a time
- Access to note taking materials
- Adjust attainment expectations – P levels, AET targets
- Seating plans are clear for all pupils
- Personal calendar/ knowledge planner
- Checklists (e.g., going home)
- Laptop dictation
- Learning some basics of a language for an EAL pupil
- Pencil grippers – variety of pens and pencils
- Variety of pens/writing implements
- Lunch time and break time adult support
- Greeting at the door to aid transition into school and lessons
- Success book
- Workstation
- Ask the child what they need
- Sensory tent/area
- Communication cards/non-verbal prompts -e.g., toilet
- Clapping quietly
- Nature sounds or quiet classical music when working/coming into class
- Music for different transitions
- Not having a white background on whiteboard
- Success Book
- Ensuring a wide variety of reading material is available
- Tall tables where children can stand and work
- Mapping 'hotspots' for children around the class and school which may trigger heightened anxiety
- Mapping safe and calm spots around school – you may be surprised!

### Writing Opportunities:

Each unit is a writing opportunity, and should it be appropriate the class may wish to 'Express' their understanding and knowledge in the following forms:

- Essays and extended answers to the Deeper Question
- Presentations including scripts and speeches
- Posters
- Information texts including diagrams
- Poetry
- Descriptive writing
- Stories containing the knowledge learned
- Non-chronological reports

### Cross Curricular Links

- There are links with Geography and History throughout every unit.
  - A local Geography unit is planned to encompass the History of St. Margaret's Church and its place in the community – this is linked to 'Why do Christians Worship Together?' and the 'How has the Christian Community Changed Overtime?' units.
- The Philosophy Units are connected to PSHE and SMSC questions on morality, as are the Christmas units.
- There are many writing opportunities and research opportunities using ICT.
- The ancient philosopher unit in year 5 has many cross currents with English in year with Greek myths and The Adventures of Odysseus. It also comes back in History with the rolling programme when we study the Ancient Greeks and their contribution to history.
- In the art of Islam and Christianity unit we are visited by the Khayaal Theatre group who teach us about the House of Wisdom in Ancient Baghdad – a link to world history.
- Children also paint, draw and use calligraphy to demonstrate their understanding of the artistic traditions of Christianity and Islam.
- C.S. Lewis's *The Lion, the Witch and the Wardrobe* is heavily linked to an understanding of the Christian-informed worldview of the author. This is discussed in year 5 guided reading.

### Vocabulary:

Vocabulary is included in the Core Knowledge sections of this document and is subject specific. Additional vocabulary is listed below:

- Iconography – depictions of holy people, prevalent in Catholic and Eastern Orthodox Christianity.
- Aniconism – the banning of depictions of prophets, holy people and God prevalent in most of Islam, Judaism and some forms of Christianity.
- balance – as in balanced argument told from at least two sides – a focus of balanced RE.
- utilitarianism – the theory that actions are only undertaken if they maximise the greatest good for the greatest number.
- Plato, Socrates, Aristotle – ancient Greek philosophers who have influenced Judaism, Christianity and Islam
- Belief – something that is essentially unprovable but may be used to base other beliefs and understandings upon
- Knowledge – things that you know – where does this come from? Is it in your mind/soul already (Plato) or does it come from the world and your experience? (Aristotle)
- Moral – To do with morality and how we make decisions about the goodness of our actions
- Ethical – concerning our behaviour and the motivations and, indeed, fairness of our actions
- Statements – things said that may be agreed with or disputed
- Axioms – verifiably true statements upon which we can build theories
- Theories about the existence of God:
  - Cosmological – that God is the prime mover, the first being and therefore created the universe
  - Teleological – that all creation has a purpose and must therefore have a maker
  - Ontological – that the definition of God contains greatness, and nothing can be truly great unless it has existence.
- Theoretical – something that is thought about and may contain ideas that relate to one another, but which may not be provable or observably true.
- Knowing – something that can be seen through the senses and quantified in some way that can be shared by others.
- Believing – something that cannot be proved but is compelling and is perhaps felt, understood and adhered to in a way that may be untestable.



OLD CATTON C OF E JUNIOR SCHOOL, NEEDHAM EDUCATION LONG TERM PLAN SEPTEMBER 2015 ONWARDS						
Year Group, Summary and intention	AT 1	AT 2	SP1	SP2	SP3	SP4
			<p><a href="#">Read At Least on Twitter - The title Qur'an was revealed to Prophet Muhammad (PBUH) over 23 years, with the first revelations beginning in the month of Ramadan in 610 AD. But how did the Qur'an reach its final form? Who compiled it &amp; how, why, &amp; when; where are the oldest Qur'ans in the world? A thread. <a href="https://t.co/8wK5GMAT">https://t.co/8wK5GMAT</a> / Twitter</a> The History of the Qur'an in tweets</p> <p><a href="#">Why I wish to be Muslim - Islam in Britain BBC Two - My Life, My Religion - Clip</a></p> <p><a href="#">What's inside the Kaaba? TWITTER LINK</a></p>			
<p>Mini-Philosophy Units These can be used to start the year.</p> <p> Philosophy Lesson Year 1 and 2 (2014/15)</p> <p> Philosophy Social Media Script pdf Year 3 (2014/15)</p> <p> Philosophy Lesson Year 3 (2014/15)</p> <p> Philosophy Movie about Socrates</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>					
<p>Year 4 'Religious Journeys'</p> <p>This year children will use the knowledge learned in year 3 to view religion as a 'believer's' journey through life.</p>	<p><b>Question: Why do people make a new start?</b></p> <p>Main Lens: Human and Social Sciences/Theology</p> <p><b>Key Concepts/vocabulary:</b> Conversion, Baptism, confirmation, communion, rite of passage, coming of age, born again, rebirth, confession</p> <p>Religion or worldview focus: Christian/Islam</p> <p>Age-Related Expectations:</p> <p>Social Sciences: Describe some of the varying ways in which religions and beliefs are practiced locally and nationally both within and between religions/worldviews with reference to at least two religions/worldviews.</p> <p>Theology: 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.</p>	<p><b>Question: Why is Advent important to Christians?</b></p> <p>Main Lens: Theology/Human and Social Sciences</p> <p>Key Concepts/vocabulary: Advent, preparation, prophesy, traditional vs. scriptural, Religion or worldview focus: Christian</p> <p>Age-Related Expectations:</p> <p>Theology:</p>	<p><b>Question: If life is a journey, does it ever end?</b> (link)</p> <p>Main Lens: Philosophy</p> <p>Key Concepts/vocabulary: Reincarnation, moksha, caste system, Afterlife, soul, body, creation, karma, morality expressed in Hindu stories.</p> <p>Religion or worldview focus: Hinduism</p> <p>Age-Related Expectations:</p> <p>Philosophy: 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.</p> <p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p> <p>Theology: Identify different sources of authority and how they link with beliefs. Give examples of different settings and different ways in which believers interpret sources of authority</p> <p> Hindu icon 1.pdf  Hindu icon 2.pdf  Hindu icon 3.pdf  Hindu icon 4.pdf</p> <p> Hindu icon 5.pdf  Hindu icon 6.pdf</p> <p> Hindu icon 7.pdf  Hindu icon 8.pdf</p>	<p><b>Question: What does it mean to be a pilgrim?</b></p> <p>Main Lens: Theology/Human and Social Science</p> <p>Key Concepts/vocabulary: Jerusalem, Mecca, Hajj, Hagi/Hajjah, Pilgrim, trail, Wailing Wall, prayer, devotion, travel, spiritual journey, <del>Quran</del>, shrine.</p> <p>Religion or worldview focus: Christianity/Islam/multi</p> <p>Age-Related Expectations:</p> <p>Theology: Identify events in history and society which have influenced some religious and non-religious worldviews. Identify ways in which beliefs might make a person think about how they live their life, how they see the world in which they live and how they view others.</p> <p>Social Sciences: Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Describe some of the varying ways in which religions and beliefs are practiced locally and nationally both within and between religions/worldviews with reference to at least two religions/worldviews.</p>		



OLD CATTON C OF E JUNIOR SCHOOL RELIGIOUS EDUCATION LONG TERM PLAN SEPTEMBER 2023 DRAFT

Year Group, Summary and intention	AT 1	AT 2	SP1	SP2	Sum1	Sum2
Year 5 'Critical Thinkers' This year children will be encouraged to engage in critical thinking about religion and worldviews and look at the impact belief can have in and on the world.	<p><b>Question: Are the 10 Commandments still relevant?</b></p> <p>Main Lens: Philosophy/Theology Key Concepts/vocabulary: Commandments, rules, covenant, logical, coherent, theological, reasonable, Sermon, divine revelation, sin, prophet, holy men</p> <p>Religion or worldview focus: Judaism/Christian/Humanist</p> <p>Age-Related Expectations: Philosophy: 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</p> <p>Theology: 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 some of the key theological similarities and differences between and within religions and worldviews</p>  <p>When discussing 'no other God but God look' at this video about Baal and the God of Elijah</p>	<p><b>Question: How do Christians bring hope at Christmas?</b></p> <p>Main Lens: Human and Social Science/Theology Key Concepts/vocabulary: charity, duty, spiritual work, ministry, salvation, peace, homeless, Religion or worldview focus: Christianity - encountering humanism.</p> <p>Age-Related Expectations: Theology: Explain some of the varying ways in which religions and beliefs are practiced locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p><b>Question: What can we learn about the world/knowledge/meaning of life from the great philosophers? w/v</b></p> <p>Main Lens: Philosophy Key Concepts/vocabulary: Soul, dualism, forms, perfection, knowledge, heaven, platonic, substance, reality, Socrates, Plato, Aristotle, Marcus Aurelius, Stoicism, St. Augustine.</p> <p>Religion or worldview focus: Christian/Buddhist</p> <p>Age-Related Expectations: Philosophy: 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</p>  <p>Plans located <a href="#">Here Philosophy Plans 1, Philosophy in KS2</a></p>	<p><b>Question: How has belief in Christianity/Islam impacted on Art and culture throughout history? w/v</b></p> <p>Main Lens: Human and Social Sciences/Theology Key Concepts/vocabulary: prophet, Muhammad, Kaaba, Mecca, Prophecy, Islam, Muslim, Polytheism, Monotheism, revealed truth, Abraham, Ibrahim, Aniconism, Icons, Mosque, Istanbul, Constantinople, Crusade, Translation Movement.</p> <p>Religion or worldview focus: Islam/Christian</p> <p>Age-Related Expectations: Theology: Describe how events in history and society have influenced some religious and non-religious worldviews Describe the connections between different beliefs being studied and link them to sources of authority Describe ways in which beliefs shape the way Muslims/Christians view the world in which they live and how they view others</p> <p>Social Science: 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.</p>  <p><a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a></p>		

OLD CARTOON 1 OF 2 JUNIOR SCHOOL RELIGIOUS EDUCATION LONG TERM PLAN SEPTEMBER 2023 ONWARDS						
Year Group, Summary and Intention	AT 1	AT 2	Sp1	SP2	Sum1	Sum2
	 <p>An Introduction to 10 Commandments.pdf  <a href="https://youtu.be/Phy4A8qg">https://youtu.be/Phy4A8qg</a></p> <p><a href="https://humanism.org.uk/humanism/how-humanist-are-you/">https://humanism.org.uk/humanism/how-humanist-are-you/</a></p> <p><a href="https://www.youtube.com/watch?v=6RT9wPhoZsc">https://www.youtube.com/watch?v=6RT9wPhoZsc</a> Moses story if the class don't know it.</p> <p><a href="https://thefirstproject.com/creators/writers/most-these-1-11/">https://thefirstproject.com/creators/writers/most-these-1-11/</a></p> <p>John Hendry's Video about 10 commandments and the Sermon on the mount  <a href="https://youtu.be/7H5-Sek0ywk">https://youtu.be/7H5-Sek0ywk</a></p> <p><a href="https://youtu.be/7m0b7C60J0">https://youtu.be/7m0b7C60J0</a> Bible Project Cartoon about the sermon on the mount.</p>	 <p>How do we know that the Bible is true?</p>  <p>Introduction</p>  <p>10 Commandments</p>			<p>*Please note that the pictures found in the Powerpoint do not depict prophets or holy people but are representative of everyday cultural depictions found in Persia in particular, which has not embraced secularism as much as the rest of the largely Sunni Muslim world. This difference should be emphasized to demonstrate that Islam is not a monotheistic religion.</p> <p><a href="https://twitter.com/MuslimCulture/status/1388950624251747776">https://twitter.com/MuslimCulture/status/1388950624251747776</a></p> <p><a href="https://twitter.com/BeautyPakistan/status/1388954407235746033">https://twitter.com/BeautyPakistan/status/1388954407235746033</a></p> <p><a href="https://twitter.com/BeautyPakistan/status/1387846171954618443">https://twitter.com/BeautyPakistan/status/1387846171954618443</a></p> <p><b>Bait Al Fann on Twitter:</b> "Eight-pointed star tiles decorated walls of shrines, mosques &amp; palaces in Iran. Many of these tiles were taken by archaeologists &amp; are found scattered across the world in museums &amp; collections, fragmented &amp; decontextualised. A thread on beautiful Iranian star tiles in museums... <a href="https://t.co/8YMG688W">https://t.co/8YMG688W</a>" / Twitter</p> <p><b>Ahmet Faruk on Twitter:</b> "Inherits of the cities, different types of domes and roofs from Muslim architecture <a href="https://t.co/2eOnR0y3Lr">https://t.co/2eOnR0y3Lr</a>" / Twitter</p> <p><b>Bait Al Fann on Twitter:</b> "The Holy Qur'an was revealed by Prophet Muhammad (PBUH) over 23 years, with the first revelations beginning in the month of Ramadan in 610 AD. But how did the Qur'an reach us today in its final form? Who compiled it? Same, who, Same, where are the oldest Qur'ans in the world? A thread... <a href="https://t.co/8e145M67">https://t.co/8e145M67</a>" / Twitter                  The History of the Qur'an in Tweets</p>	
<p>Mini-Philosophy Units                  These can be used to start the year.</p>	<p>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.</p> <p>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. (repeated)</p>       <p><a href="https://twitter.com/ThomasBriggs/status/1392385589540548520">https://twitter.com/ThomasBriggs/status/1392385589540548520</a> the Trolley Problem is tricky.</p>					

S&P CATION C OF E JUNIOR SCHOOL, RELIGIOUS EDUCATION LONG TERM PLAN SEPTEMBER 2023 ONWARDS

Year Group, Summary and intention	AT 1	AT 2	SP1	SP2	SP3	SP4
Year 4: 'Deep Thinker' This year children will be expected to draw on their knowledge and thinking skills to look at religion and worldview and the deeper concepts within them.	<p><b>Question: How do Hindu beliefs impact on their actions?</b></p> <p>Main Lens: Human and Social Science/Philosophy</p> <p>Key Concepts/vocabulary: Dharma – is the path of righteousness (living one's life according to the codes of conduct as described by the Hindu scriptures. Karma – is a religious and/or social reward for all life. Moksha (salvation) is a Hindu goal for the most virtuous person. Dharma and non-violence (Ahimsa) and the role of women in democracy. Religious understanding for non-violent protests. Karma – refers to the actions and effects or consequences of getting the law of cause and effect. To order to achieve good karma it is important to live according to Dharma, what is right.</p> <p>Religion or worldview focus: Hinduism</p> <p>Age-Related Expectations: Social Science: 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. Begin to analyse and evaluate the varying ways in which religions and beliefs are practiced locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Philosophy: Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, of showing an understanding of the connections between beliefs, practices and behaviour</p>  <p><a href="https://www.its.com/news/calendar/2023-08-26/hindu-woman-who-first-a-forest-marriage-spent-16-years-for-vaishnavi-dharma-to-become-an-officer">https://www.its.com/news/calendar/2023-08-26/hindu-woman-who-first-a-forest-marriage-spent-16-years-for-vaishnavi-dharma-to-become-an-officer</a></p>	<p><b>Question: Has Christmas lost its meaning?</b></p> <p>Main Lens: Theology/Human and Social Science</p> <p>Key Concepts/vocabulary any: Religion or worldview focus: Christian</p> <p>Age-Related Expectations: Expert beliefs: Theology: Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain how events in history and society have influenced some religious and non-religious worldviews. Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others.</p> <p>Social Science: 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.</p> <p>Print the following as a booklet.</p>	<p><b>Question: How has the church changed over time?</b></p> <p>Main Lens: Human and Social Science/Theology</p> <p>Key Concepts/vocabulary: Persecution, Catholic, protestant, eastern, western, Baptist, Methodist, Mormon, The Reformation, Lutheranism, Puritans, Sin, Schism, Martyr, indigenous, Concubine, Constantinople, Islam, etc.</p> <p>Religion or worldview focus: Christian</p> <p>Age-Related Expectations: Social Science: Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. 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.</p> <p>Theology: Explain different sources of authority and the connections with beliefs. Explain connections different beliefs being studied and link them to sources of authority using theological terms.</p>  <p><a href="https://www.youtube.com/watch?v=cmx0503pE">https://www.youtube.com/watch?v=cmx0503pE</a> The Council of Nicaea in 5 Miles See NATURE download PDF for stats about Christianity in the UK and beyond. <a href="https://www.open.edu/openlearn/history-the-arts/culture/religion-studies/exploring-religion/history-the-learn/481080">https://www.open.edu/openlearn/history-the-arts/culture/religion-studies/exploring-religion/history-the-learn/481080</a> guided tour of places of worship</p> <p>8 Reasons Why Rome Fell   HISTORY</p>	<p>Enter Unit: <b>Question: What do Christians understand by the word Salvation?</b></p> <p>NTW</p> <p>Main Lens: Theology</p> <p>Key Concepts/vocabulary: Religion or worldview focus: Christianity, Easter Sunday, Eucharist, Lent, Rogation, Good Friday, Gospel, Resurrection, Reconciliation, Sacrifice, Salvation.</p> <p>Christian/Multi</p> <p>Age-Related Expectations: Theology: Explain the key theological similarities and differences between and within religions and worldviews. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p>  <p><a href="https://www.open.edu/openlearn/history-the-arts/culture/religion-studies/exploring-religion/history-the-learn/481080">https://www.open.edu/openlearn/history-the-arts/culture/religion-studies/exploring-religion/history-the-learn/481080</a></p> <p>Christianity in Ukraine.pdf Article about the resurgence of Christianity in the Ukraine while at war with Russia</p>	<p><b>Question: Who or what is God?</b></p> <p>Main Lens: Philosophy/theology</p> <p>Key Concepts/vocabulary: omnipotence, omnipresence, omniscience, ontological, big bang, creator, Trinity, Problem of Evil, Design Argument, First Cause Argument, St. Thomas Aquinas, Islam, Names of God, Oneness of God, Tawhid, determinism in Islam, Scrolls of destiny, Hadith, Qur'an. Religion or worldview focus: Christian/Islam/Humanism</p> <p>Age-Related Expectations: Philosophy: 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. 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.</p> <p>Theology: Explain the key theological similarities and differences between and within religions and worldviews.</p>  <p><a href="https://www.open.edu/openlearn/history-the-arts/culture/religion-studies/exploring-religion/history-the-learn/481080">https://www.open.edu/openlearn/history-the-arts/culture/religion-studies/exploring-religion/history-the-learn/481080</a></p> <p>Who or What is God: Christianity Theology (Unlabelled copies) (open book.doc)</p> <p><a href="https://www.open.edu/openlearn/history-the-arts/culture/religion-studies/exploring-religion/history-the-learn/481080">https://www.open.edu/openlearn/history-the-arts/culture/religion-studies/exploring-religion/history-the-learn/481080</a> recitation of the Quran – start at 11:24 and read the translation. "I know things you do not" referring to the knowledge of God in comparison to the understanding of humans. And at 14:03 "I know what you reveal and what you conceal".</p>	

# Curriculum Skills and Progression Map



OLD CATTON C OF E JUNIOR SCHOOL, RELIGIOUS EDUCATION LONG TERM PLAN SEPTEMBER 2021 ONWARDS						
Year Group, Summary and Intention	AT 1	AT 2	Spt	SP2	Sum1	Sum2
	<p>looking at caste in Britain, a contested and controversial topic. Many Hindu organisations (Diocese) maintain this is taught too negatively in schools, but the above article would support that it is very much a problem. Molly Acharya says that it is a 'societal rather than religious issue'.</p>	<p> Christmas Meaning Year 1.docx.pdf</p> <p> Christmas Meaning Year 2.docx.pdf</p> <p> Christmas Meaning Year 3.pdf</p> <p> Christmas Meaning Year 4.pdf</p> <p> Christmas Meaning Year 5.pdf</p> <p> Christmas Meaning Year 6.pdf</p> <p> Christmas Meaning Year 7.pdf</p> <p> Christmas Meaning Year 8.pdf</p> <p> Christmas Meaning Year 9.pdf</p> <p> Christmas Meaning Year 10.pdf</p>	<p><a href="https://www.theguardian.com/world/2019/sep/11/india-caste-discrimination">https://www.theguardian.com/world/2019/sep/11/india-caste-discrimination</a></p> <p><a href="#">Episode 6: the rise of the history of Christianity TEACHER BACKGROUND KNOWLEDGE 30mins podcast</a></p> <p><a href="#">Who was Adam?   St Albans Cathedral</a></p> <p><a href="#">Church History in Ten Minutes - TeachTube</a></p>			
Miss Philosophy Units:	See Who or What is God for Ontology Unit.					

Coverage:  
 Religion and Less Coverage (see App 1 for C of E and Norfolk Agreed Syllabus guidance)  
 In depth study:  
 Christianity = 50% - plus [Cathedral day](#) trip, Islam = 25% and Hinduism = 25%  
 Encountering:  
 Judaism = 4% and Buddhism 4%  
 Other Religions and Worldviews encountered: Humanism

Worldviews:

- [10 - Jesus paper to read.pdf](#)
  - [10 - Jesus paper to read.pdf](#)
- <https://youtu.be/1Z7xKt-M0s> No One Stands Nowhere video

Extra Units: There are extra units available about prayer, the Trinity, and the story of the Bible. These can be used depending on the assessed knowledge of the children in front of us.



**Coverage:**

Religion and Lens Coverage (see App.1 for C of E and Norfolk Agreed Syllabus guidance):

In depth study:

Christianity = 50+%, Islam = 21% and Hinduism = 21%

Encountering:

Judaism = 4% and Buddhism 4%

Other Religions and Worldviews encountered: Humanism

**Appendix 1:**

See: <https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20entitlement%20for%20Church%20schools.pdf> Page 3

**Curriculum balance and time: sufficient, appropriate and balanced**

Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

See: <https://www.schools.norfolk.gov.uk/teaching-and-learning/religious-education-agreed-syllabus>

<b>Key Stage 2</b>	1
In-depth investigation of:	1
1. Christianity	1
2. Two other principal world religions.	2
And encountering:	1
3. At least one other religion or worldview.	1
Schools should consider the following factors when deciding what to study as 2 and 3:	1
- Understanding of the beliefs and practices of a Dharmic tradition, e.g. Hinduism.	1
- Understanding of connections between Abrahamic religions, e.g.	1
More time should be spent on Christianity than any other individual religion or worldview.	1
A minimum of 33% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).	1

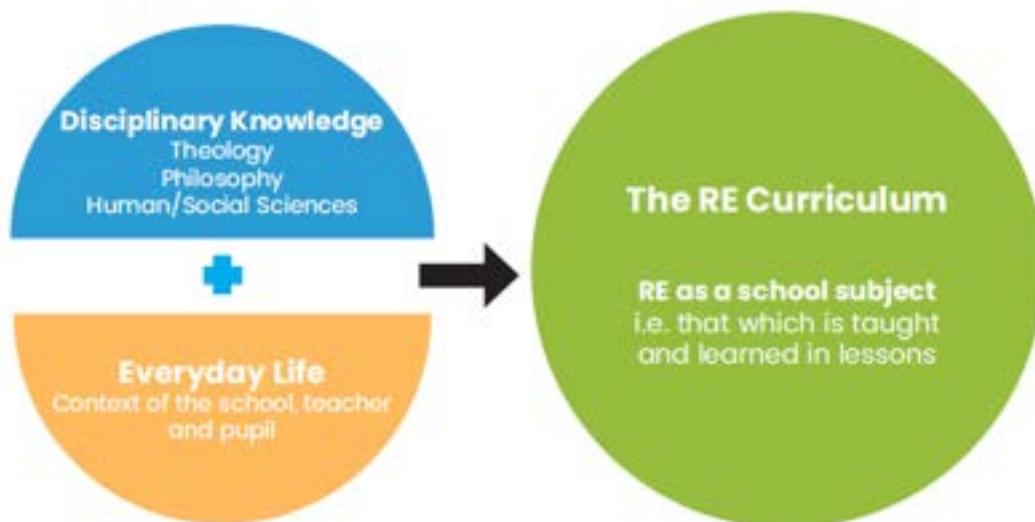
Appendix 2: The Three Disciplines:

**How do we understand RE as a multi-disciplinary subject?**

In this syllabus we assert that RE is rooted in three key disciplines or disciplinary fields. These are theology, philosophy and the human/social sciences. In this syllabus they are re-contextualised for the school context in the following ways:

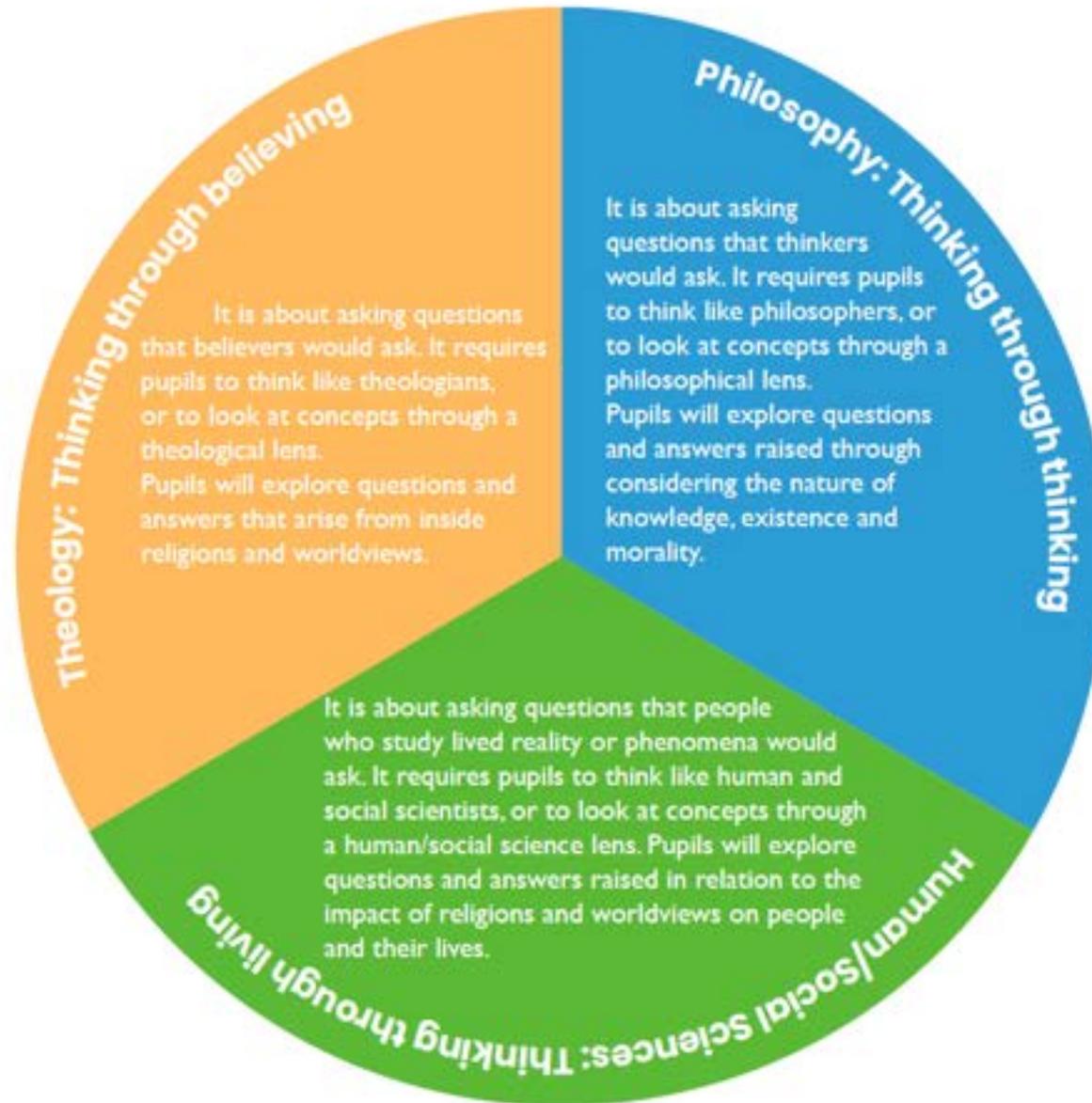
Theology	Philosophy	Human/Social Sciences
We have called this thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.	We have called this thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.	We have called this thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

We have defined these three academic disciplines or disciplinary fields to make them appropriate for the school setting.



Subjects are re-contextualised from disciplines which are a society's primary source of new knowledge. The link between subjects and disciplines provides the best guarantee we have that the knowledge acquired by students at school does not rely solely on the authority of the individual teacher, but on the teacher as a member of a specialist subject community.

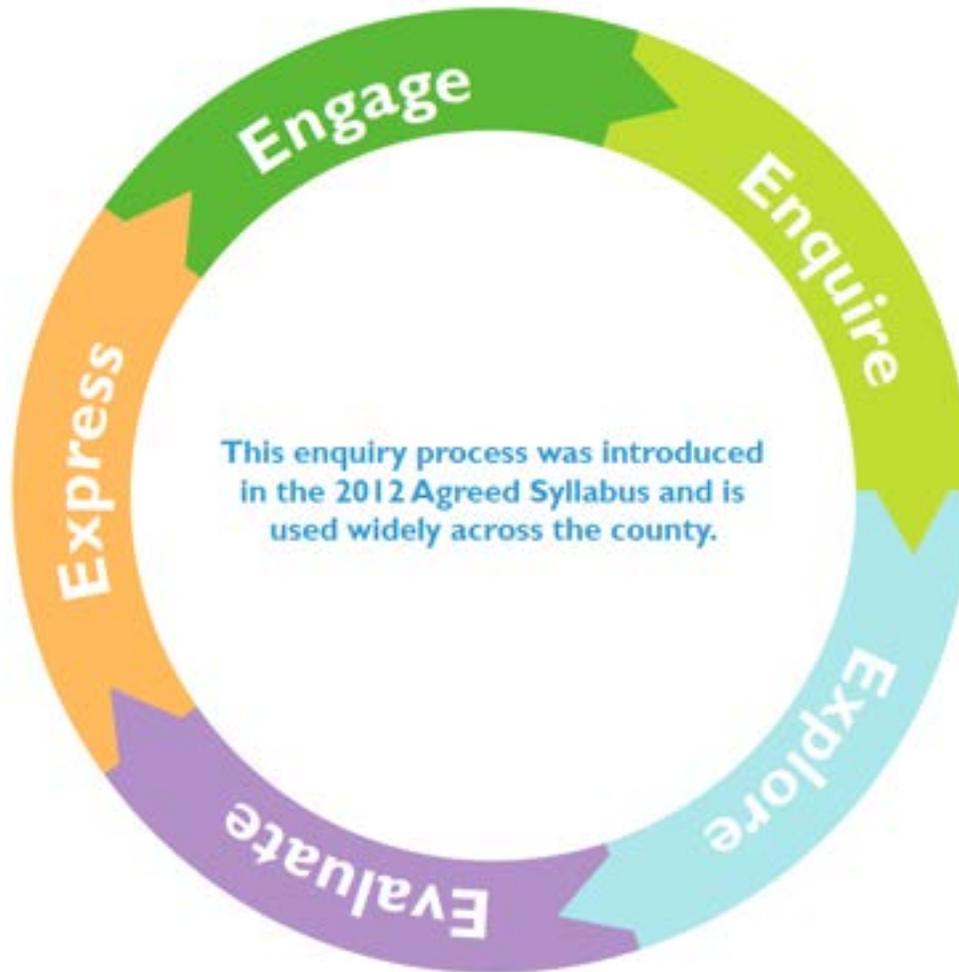
Michael Young: Overcoming the crisis in curriculum theory: a knowledge-based approach. *Journal of Curriculum Studies*, 45:2, pp.101-118



**Effective RE will balance these three disciplinary lenses in order for pupils to become more religiously literate.**



Appendix 3: The Enquiry Approach:



Example of RE Unit Planning:

Year: 5 Critical Thinkers 1) Are the 10 Commandments Still Relevant?

<b>Main Lens:</b>	<b><u>Key Concepts/Vocabulary:</u></b>	<b><u>Religion or Worldview</u></b>	<b><u>Age Related Expectations:</u></b>
<b>Philosophy/ Theology</b>	Commandments, rules, covet, logical, coherent, theological, reasonable, Sermon, divine revelation, sin, prophet, holy man	<b><u>Judaism/Christianity</u></b>	<p><b>Philosophy:</b> 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</p> <p><b>Theology:</b> 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 some of the key theological similarities and differences between and within religions and worldviews</p>
	<b><u>L/O: and Age Related Expectation that can be assessed.</u></b>	<b><u>Whole Class Activity</u></b>	<b><u>Resources/assessments</u></b>
<p><b>Lesson 1: Assessment of initial understanding.</b></p> <p><b>ENGAGE</b></p>	L/O: To make some careful observations and raise questions.	<p>Get the children into groups and ask them to one by one come and look at the picture at the front and go back and draw it in a memory game.</p> <p>Once they have the picture ask them to discuss it. The clothing, the tablets, the family shown.</p> <p>Ask them to pose questions about the picture by writing them down on a post it.</p> <p>Show them the ultimate question: <b>Are the Ten Commandments still relevant today?</b> Ask them to discuss the rules that they live by and ask them from what other authority rules come from. Write these down for your working wall.</p> <p>What does the word relevant mean?</p>	<p>Look at those children who are posing questions and editing their questions.</p> <p>Look for those children who are aware of religious origins of rules.</p> <p>Look for those who are able to link Judaism and Christianity through these commandments.</p>

Year: 5 Critical Thinkers 1) Are the 10 Commandments Still Relevant?

<p><b>Lesson 2:</b> Questions for Learning.</p> <p><i>ENQUIRE</i></p>	<p>L/O: To edit our questions and focus them towards the big question.</p>	<p>Thinking about the big question: <b>Are the Ten Commandments still relevant today?</b> Watch the 10 Commandments (Demille film with Charlton Heston) where Moses brings down the tablets from Mount Synai.</p> <p>Give them a list of the Ten Commandments (available in Kids Speak if necessary) and ask them to discuss them and their impact on the laws of the land. Read the commandments to the children and discuss them. What do they mean? Do they get followed? Are you a bad person if you break them? Generate questions about the 10 commandments – look at them and discuss them. What do they mean? Do people still follow them? Mini Evaluation: Can we edit or adjust our questions in order to focus them towards the big question? Ask them to star or circle the questions which will help them. Ask them to generate more questions if they need them.</p>	<p>An understanding of the Ten commandments – change adultery to faithful in marriage. They can write them down and annotate their own versions in their book along with any questions</p> <p>Concentrate on the What? What are they for etc.</p> <p>Why did God send them to his chosen people?</p> <p>Who brought them to the Israelites?</p>
<p><b>Lesson 3:</b></p> <p><i>EXPLORE</i></p>	<p>L/O: To find out which of the Ten commandments matter in law.</p>	<p>Looking at the British law which of the Ten Commandments are still illegal? What does this mean for church and state? Should a religious law affect you if you don't believe in God?</p>	<p>This is very open ended and could involve a mock trial or even discussion of some of the more shocking punishments for breaking the commandments – death by stoning for adultery for example.</p>
<p><b>Lesson 4:</b></p> <p><i>EXPLORE</i></p>	<p>L/O: To find out which of the Ten Commandments matter for Jews/Christians.</p> <p>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.</p>	<p>For Christians Jesus gave a new commandment: “Love one another as I have loved you” – what does this mean for the 10 commandments? Look also at the sermon on the mount in Matthew. The section about “if your right arm sins then cut it off” – does Jesus mean this? How much of this do Christians actually required to follow?</p>	<p>Look at the powerpoint (the section on adultery is taken out as it is a bit much!)</p> <p>There are many aspects of the ten commandments that run through these rules. The powerpoint sheets could be printed out</p>

Year: 5 Critical Thinkers 1) Are the 10 Commandments Still Relevant?

	Describe some of the key theological similarities and differences between and within religions and worldviews		and then matched with a commandment or two.
<b>Lesson 5:</b> <i>EXPLORE</i>	Email a believer.	Looking at the centrality of the commandments in Judaism and the linking back to Bar/Bat Mitzvah's (learned about in year 4 unit 1) how do the commandments play out in the lives of Jewish people today?	<a href="mailto:hannah@emailbeliever.org.uk">hannah@emailbeliever.org.uk</a> . To see answers to previously asked questions please visit <a href="http://pof.reonline.org.uk/people-of-faith/judaism/">http://pof.reonline.org.uk/people-of-faith/judaism/</a>
<b>Lesson 6:</b> Responding to, analysing and evaluating what they have learnt – have we answered our questions? <i>EVALUATE</i>	Evaluate whether you can answer the bigger question?	Discuss the Big Question critically in the light of the work you have already done.	
<b>Lesson 7: Children express their knowledge and understanding of the unit.</b> <i>EXPRESS</i>	L/O: To hold a reasoned and well researched debate.  Philosophy: 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  Theology: 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.	Using the work and notes they children have made pose the proposition:  "We believe the 10 commandments are irrelevant in today's society"  Split the class into 2 groups and have them argue for and against. Ensure that they use what they have learned already as well as coming up with new ideas. This lesson should be great for assessment so you might want to record it, even if it's just the audio.	