

Curriculum Skills and Progression Religious Education



Nebula
where stars are born

The Nebula Federation

Old Catton Church of England Junior School

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
A. Where beliefs come from	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 ¹ 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. How beliefs change over time	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 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

¹ 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
D. How beliefs shape the way believers see the world and each other	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?

Philosophy	Year 2	Year 3	Year 4	Year 5	Year 6
<p>A.</p> <p>The Nature of knowledge, meaning and existence</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.</p> <p>How and whether things make sense</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>C.</p> <p>Issues of right and</p>	<p>Using religious and belief stories, make connections between peoples' beliefs about right</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p>	<p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and</p>	<p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of</p>	<p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an</p>

wrong, good and bad	and wrong and their actions.	Recognise some of the similarities and differences between these ideas.	why there are differences.	opinion and why there are differences.	understanding of the connections between beliefs, practices and behaviour.
---------------------	------------------------------	---	----------------------------	--	--

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
<p>A.</p> <p>The diverse nature of religion</p>	<p>Recognise the names of different religions, religious beliefs and worldviews and use them correctly.</p>	<p>Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p>Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<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>
<p>B.</p> <p>Diverse ways in which people practice and express beliefs</p>	<p>Identify evidence of religion and belief especially in the local area.</p>	<p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>C.</p> <p>The ways in which beliefs shape individual identity, and impact on</p>	<p>Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family,</p>	<p>Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how</p>	<p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals,</p>	<p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals,</p>

<p>communities and society and vice versa</p>		<p>community and society.</p>	<p>individuals, communities and society can also shape beliefs.</p>	<p>communities and society can also shape beliefs.</p>	<p>communities and society can also shape beliefs.</p>
---	--	-------------------------------	---	--	--

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?

Core Knowledge Tables – Lifted from the Norfolk Agreed Syllabus – Complete with Key Vocabulary for each religion.

Buddhism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure 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.	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.
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.	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.
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.	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

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: Asking questions theologians ask	Concepts: Creation, God, incarnation, 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), Incarnation, 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.	Concepts: Creation and Fall, God (Trinity), Jesus, incarnation, salvation and Kingdom of God. Issues of reliability, authenticity, historicity and authorship of the Bible and other sources. Writings from a range of key Christian theologians Events in history and personal experiences which have impacted on beliefs and vice versa.
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.	Theories of knowledge, philosophy of religion and ethical theory. Works of two or three Christian philosophers. Philosophical responses to theological questions that Christians raise. Methods Christians use to evaluate and address dilemmas.
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 study of Christianity. The church, worship and festivals. The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.	The complex nature of Christianity and how culture and politics have shaped it over time. The nature of the church and its internal diversity. The impact of the Bible and rites of passage on individuals and communities. The relationship between the Church and State and the role of Christianity in the public sphere.

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 Amrtisar 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 chakna on individuals and communities. The Network of Sikh Organsiations. Work of Sikhs in the education sector.

Hinduism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
<p>Theology: Asking questions theologians ask</p>	<p>Concepts: Brahman and Avatars. Hindu Holy Books including the Ramayana.</p>	<p>Concepts: Brahman, Ataman, 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.</p>	<p>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.</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. Introduce moral issues and consider the consequences of action in relation to karma. Moral and values expressed in Hindu stories.</p>	<p>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.</p>
<p>Human/Social Sciences: Asking questions human and social scientists ask</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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 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

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: Asking questions theologians ask	The concept of One God. The life and teachings of the Prophet Muhammad. The Qur'an as a revealed scripture.	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.	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 Muhammed and the Sunnah. Writings from key Muslim theologians. Events in history and personal experiences which have impacted on beliefs and vice versa.
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. Muslim perspectives on moral issues, including the idea of 'intention'.	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.
Human/Social Sciences: Asking questions human and social scientists ask	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.	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.	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.

Judaism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: 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.
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 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.
Human/Social Sciences: 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.

Appendix 1: Long term plan

Old Catton C of E Junior School
Religious Education Overview
October 2018
(Review Date January 2020)

Year Group and Theme	Intro units	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 3/4 Year 1 Stories Reflective Story Telling Theology dominates this year in order to introduce the Bible.	Introduction to the Trinity Understanding the 3 in 1 concept through examples, all of which help to demonstrate the mystery of the Trinity.	What can we <u>learn</u> About Jesus from The things He said and Did? Key Knowledge: parables, miracles, teachings, I am Sayings) <u>Christian Theology:</u> <ul style="list-style-type: none"> Show awareness of different sources of authority. Recognise that beliefs are influenced by events in the past and present. Identify ways in which beliefs might make a Christian think about their life, how they see the world in which they live and how they see others. 	What can we Learn about Jesus (From the characters) In the nativity story? Using Understanding Christianity Units: L3 and L4 'Word of God' Key Knowledge: Incarnation <u>Christian Theology:</u> <ul style="list-style-type: none"> Show awareness of different sources of authority and how they link with beliefs. Make clear links between different beliefs studied within a religion. Identify some of the similarities between and within religions and worldviews. 	What do Jews learn About from the Covenant story from The story of Moses? Key Knowledge: Jews as the chosen People, covenant, Passover. <u>Judaism Theology/Human and Social Sciences:</u> <ul style="list-style-type: none"> Give examples of different writings and different ways in which believers interpret sources of authority. Identify ways in which beliefs might make a Jew think about their life, how they see the world in which they live and how they see others. 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. 	What can we Learn about Jesus As Saviour from The Easter stories? Key Knowledge: Salvation <u>Christian Theology/Philosophy:</u> <ul style="list-style-type: none"> Identify ways in which beliefs might make a Christian think about their life, how they see the world in which they live and how they see others. Begin to weigh up whether different reasons and arguments are expressed coherently when studying a religion and/or belief. Give reasons for more than one point of view, providing evidence to support these views. 	What do stories about Rama and Sita, Krishna amongst others, tell us about Hindu belief in God? Key Knowledge: What do: - Stories tell us about God? God: -avatars - Hinduism as monotheistic <u>Hinduism Human and Social Sciences/Theology/Philosophy:</u> <ul style="list-style-type: none"> 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. Make clear links between different beliefs being studied within a religion 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 believing and knowing. 	
Year 3/4 Year 2 Journey Conceptual and worldviews	What is Prayer? An introduction to prayer and its place in Christian worship in this school.	Why do people choose To make a new <u>start</u> ? -conversion -baptism -confirmation Comparison with Sikh or Jewish (Bar/Bat Mitzvah) <u>Christian Judaism Human and Social Science/Theology/Philosophy:</u> <ul style="list-style-type: none"> Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals. Identify some links between beliefs studied within religion or worldview Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. 	Why is Advent Important for Christians? (Journey to Christmas, Advent celebrations And preparation, Journey of the Magi) <u>Christian Human and Social Science/Theology/Philosophy:</u> <ul style="list-style-type: none"> Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals. Talk about the difference between knowing and believing Identify events in history and society which have influenced some religious views. 	If life is a journey Does it ever end? - Samsara - Karma - Moksha (Compare with and Reference Humanism) <u>Hinduism: Philosophy/Human and Social Science:</u> <ul style="list-style-type: none"> Talk about the difference between knowing and believing Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. 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. 	What does 'eternal life' mean To Christians? - resurrection -hope -heaven <u>Christian Human and Social Science/Theology/Philosophy:</u> <ul style="list-style-type: none"> Identify ways in which beliefs might make a Christian think about their life, how they see the world in which they live and how they see others. Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how they can shape beliefs. Talk about the difference between knowing and believing. 	What does it Mean to be a pilgrim? Trip to: - Walsingham - Julian shrine <u>Suffering, contemplation, reflection Christian Human and Social Science/Theology/Philosophy:</u> <ul style="list-style-type: none"> Identify ways in which beliefs might make a Christian think about their life, how they see the world in which they live and how they see others. Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how they can shape beliefs. Talk about the difference between knowing and believing. 	Why do Muslims Go on Pilgrimage? Malcolm X <u>Religious duty, contemplation Islam: Human and Social Science/Theology/Philosophy:</u> <ul style="list-style-type: none"> Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals. Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences. Identify events in history and society which have influenced some religious and non-religious worldviews.

Old Catton C of E Junior School
 Religious Education Overview
 October 2018
 (Review Date January 2020)

<p>Year 5/6 Year 1 Member of A faith community Interpretive Approach</p>	<p>What is Prayer? II Building on the previous unit children look at the Lord's Prayer as well the reasons for prayer in society and even in their own lives.</p>	<p>How do Hindu Beliefs impact on Their actions? - Gandhi - history and impact as well as an example of Hinduism in action. - Ahimsa - Karma - Dharma (duty/law) <u>Hinduism</u> <u>Human and Social Science/Theology/Philosophy:</u> <ul style="list-style-type: none"> Describe some of the key theological similarities and differences between and within religions and worldviews. Describe/Explain how events in history and society have influenced some religious and non-religious worldviews. Explain a range of ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. Show awareness that talking about religion and belief can be complex. Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society and how they can, in turn, shape these beliefs. </p>	<p>How did Christians Bring hope at Christmas? - Hope - reconciliation - food banks, charities and the work of the Salvation Army <u>Christian Human and Social Science/Theology/Philosophy:</u> <ul style="list-style-type: none"> Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. Explain how events in history and society have influenced some religious and non-religious worldviews. Explain different sources of authority and the connections with beliefs. 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. </p>	<p>How has the Christian community Changed over time? - persecution - church - symbols - modern day persecution.. <u>Christian Human and Social Science/Theology/Philosophy</u> : <ul style="list-style-type: none"> Explain how events in history and society have influenced some religious and non-religious worldviews. Explain/describe and discuss how beliefs shape the way Christians 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 the varying ways in which religions and beliefs are practised locally, nationally and globally. </p>	<p>Why do Christians Worship together?/ What does it mean To belong to the Church? -eucharist -christian worship (music and bible) -community and belonging <u>Christian Human and Social Science/Theology:</u> <ul style="list-style-type: none"> Describe the different sources of authority and how they link with beliefs. Explain the key theological differences between and within religions and worldviews. Describe/explain how events in history and society have influenced some religious and non-religious worldviews. Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society and how they can, in turn, shape these beliefs. </p>	<p>What does it mean to be a Muslim in Britain today? - five pillars - halal/haram - Ibadah - living acts of worship. - Connection of faith and life. <u>Islam</u> <u>Human and Social Science/Theology:</u> <ul style="list-style-type: none"> Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability an authenticity of texts that are authoritative for a group of believers. </p>
<p>Year 5/6 Year 2 Big Questions Interpretive Approach Worldview Approach</p>	<p>The Trinity part II Children continue to explore the Trinity in symbolism and the Bible, studying John 'The Word made flesh..'</p>	<p>Are the 10 commandments Still relevant today? - covenant - relationship with God. <u>Christian and Judaism</u> <u>Human and Social Science/Theology/Philosophy:</u> <ul style="list-style-type: none"> 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 Jews/Christians view the world in which they live and how they view others. Explain using a range of reasons whether a position or argument is coherent and logical. Explain a range of answers to ethical and moral questions and issues, drawing conclusions showing awareness of diversity of opinion and why they are differences. 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 belief. </p>	<p>Has Christmas lost Its real meaning? - What should it be About? - Incarnation? - Humanist view? - Pagan symbolism? <u>Christian Human and Social Science/Theology:</u> <ul style="list-style-type: none"> Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. 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 belief. Explain how events in history and society have influenced some religious and non-religious worldviews. </p>	<p>Who or What is God? - 1st Half term - Trinity and Christian focus on the arguments for the existence of God. - 2nd Half term - Islam, Taurhid, oneness of God/Allah. - Philosophical ideas - ontology, cosmology and teleological - Humanist concepts and arguments for God (St. Thomas Aquinas) Or against the existence of God found as objections to the above arguments. <u>Christian Islam</u> <u>Philosophy/ Human and Social Sciences/Theology:</u> <ul style="list-style-type: none"> Explain/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. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. Explain connections different beliefs being studied and links them to sources of authority using theological terms. </p>	<p>If Everyone Followed the Middle Way, Would There Be a Perfect World? - Buddhism - suffering - karma - Nirvana <u>Buddhist</u> <u>Philosophy/ Human and Social Sciences/Theology:</u> <ul style="list-style-type: none"> Describe some of the key theological similarities and differences between and within religions and worldviews. Link a range of different pieces of evidence together to form a coherent argument. 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 how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape belief. </p>	

Old Catton C of E Junior School
 Religious Education Overview
 October 2018
 (Review Date January 2020)

<p>Philosophy Units taught in year 3/4, 5 and 6.</p>	<p>Additional units are planned to complement the work done in 'Let's Think in English' and to encourage philosophical thinking as a 'living subject'.</p>	<p>Year 3: Morality: Looking at rules and the nature of the arguments behind them.</p> <ul style="list-style-type: none"> Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Decide if a reason or argument based on a religion or belief makes sense to them and is clearly expressed. 	<p>Year 4: Morality: Looking at rules and the nature of the arguments behind them.</p> <ul style="list-style-type: none"> Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. Begin to weigh up whether different reason and arguments are expressed coherently when studying religion and belief. 	<p>Year 5: Utilitarianism and Hedonism: Looking at the work of Bentham and Mill.</p> <ul style="list-style-type: none"> 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. 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>Year 6: The Philosopher: Plato's Cave.</p> <ul style="list-style-type: none"> 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.
--	--	--	--	--	---

Christian Units – 13/ 24 + 4 mini units at the start of each year that have a Christian Focus.

Islam Units – 3-4 units

Hinduism Units - 3-4 units

Judaism Units – 1 with references made in 2 more that have Judaeo-Christian beliefs at their core.

Buddhism Units – 1

Philosophy Units – 4 during 2018-19 there are discrete philosophy units taught to build up philosophical knowledge amongst the children.

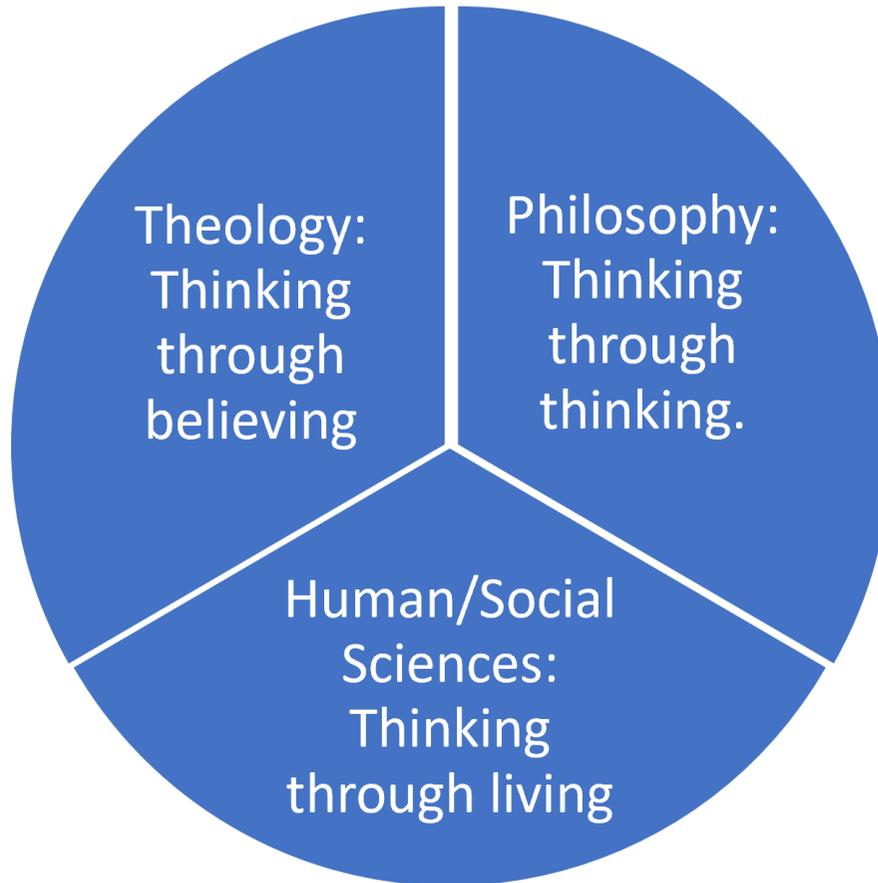
A Review Date is set for January 2020 after the updated Agreed Syllabus is published, depending upon the publication date.

Note on the Norfolk Agreed Syllabus 2020

This long-term plan has been adjusted to include the 'Three Disciplinary Approach' as well as the Age Related Expectations. The new Norfolk Agreed Syllabus is being launched in November 2019 and is to be implemented by September 2020. As a result, this plan will undergo significant changes during the review process that will begin in January.

Stakeholders will be consulted on the questions and units of study we choose to pursue.

The Three Disciplines:



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

The Enquiry Approach:

