

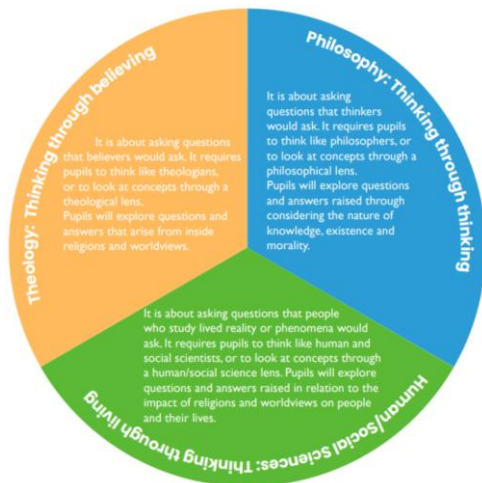


*"We believe, we achieve, we succeed in God's family"*

THANKFULNESS ● COMMUNITY ● COMPASSION ● TRUTHFULNESS ● COURAGE ● FORGIVENESS

## RE Knowledge and Skills Progression Overview

*'With God, all things are possible.'* Matthew 19:26



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

What does the Essex Agreed Syllabus mean by the disciplines of theology, philosophy and the human/social sciences?

The following three tables set out in more detail how each of these disciplines can be understood. They show the academic foundations of each discipline, their distinct ways of understanding the world, the methods they use and the body of knowledge which teachers can draw upon. They also show what the object of investigation for each discipline looks like in a school context and provide prompts for teachers and pupils to engage with the intellectual communities relating to each discipline.

# Theology

We are using the phrase: Thinking through believing

<b>Lens through which the world is viewed</b>	<b>Research methods and ways of validating knowledge</b>	<b>Body of knowledge</b>	<b>Object of investigation within a school context</b>	<b>Intellectual community with which teachers and pupils can engage</b>
<p>Looking through the theological lens is primarily about exploring the world ontologically i.e it is about existence, being and how these relate to notions of transcendental reality</p>	<p><b>For example:</b>            Interpretation            Authority            Authenticity            Reliability            Internal consistency and coherency of texts            Exegesis: critical explanation or interpretation of text            Hermeneutics: interpretation of text</p>	<p><b>This includes:</b>            Textual theology: theological content of a particular genre            Historical theology: developments of doctrine and controversies            Systematic theology: organisation of concepts and themes in a religion            Philosophical theology: nature of reality, the possibility of knowing God            Comparative theology: study of different beliefs            Pastoral or practical theology: critical reflections on actions in light of beliefs            mystical theology: reflections on the lived experience of God</p>	<p>Theology enables pupils to grapple with questions that have been raised by religions and worldviews over the centuries.</p> <p>It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. It involves investigating key texts and traditions within different religions and worldviews. It explores the ways in which they have been used as authoritative for believers and the ways in which they have been challenged, interpreted and disregarded over time. It assesses the key beliefs of religions and worldviews as well as exploring the significance of experience on the claims made by religious and non-religious people.</p>	<p><b>For example:</b></p> <p>Theology and Divinity Departments</p> <p>Departments specialising, for example, in Islamic, Jewish, Hindu studies</p> <p>Theos Think Tank</p> <p>TRS-UK</p>

# Philosophy

We are using the phrase: Thinking through thinking.

Lens through which the world is viewed	Research methods and ways of validating knowledge	Body of knowledge	Object of investigation within a school context	Intellectual community with which teachers and pupils can engage
<p>Looking through the philosophical lens is primarily about exploring the world epistemologically, logically and ethically i.e it is about the nature of knowledge and morality.</p>	<p>For example:            Logic            Reason            Use of evidence and sources            Insight (e.g. in some Eastern philosophies)</p>	<p>This includes:            Philosophy of Religion:            Beliefs about God, nature of good and evil, religious experience, ethical implications of belief            Metaphysics: dealing with abstract concepts such as being, knowing, identity, time, space, truth, reality.            Ethical theory and practice relating to this theory.</p>	<p>Philosophy enables pupils to grapple with questions that have been raised and answers about knowledge, existence and morality.</p> <p>It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence. The process of reasoning lies at the heart of philosophy. Philosophy is less about coming up with answers to difficult questions and more about the process of how we try to answer them. Studying the works of great philosophers is part of developing an understanding of philosophy. It uses dialogue, discussion and debate to refine the way in which we think about the world and our place in it. Philosophy contains three fields of enquiry which are applicable to a balanced framework for RE. These are metaphysics, logic and moral philosophy.</p>	<p>For example:</p> <p>Philosophy Departments in Universities</p> <p>The Philosophy Foundation</p> <p>The Royal Institute of Philosophy</p> <p>British Philosophical Association</p>

## Human and Social Sciences

We are using the phrase: Thinking through living.

Lens through which the world is viewed	Research methods and ways of validating knowledge	Body of knowledge	Object of investigation within a school context	Intellectual community with which teachers and pupils can engage
<p>Looking through this lens is about exploring the wider human questions raised by and about religion and worldviews, such as about belonging, exclusion, community, identity, plurality and power. It is about lived experience now and through history. The term often used for this is phenomenology, the study of phenomena.</p>	<p>Quantitative and Qualitative research such as:            Ethnography            Use of empirical data            Linguistics            Observation            Classification Interviews            Survey and questionnaire            Case studies            Listening to the voices of others/focus groups</p>	<p>This includes:            A collection of different disciplines, each with its own intellectual history, body of knowledge and so on. Here we are concerned with the body of knowledge related to religion, belief and worldviews contained within:            History            Geography            Sociology            Political Science            Anthropology            Psychology            Law</p>	<p>The human/social sciences enable pupils to grapple with questions about the lived and diverse reality of religion and worldviews in the world.</p> <p>It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies. Pupils will investigate the ways in which religions and worldviews have shaped and continue to shape societies around the world. This approach can promote better understanding of the ways in which religion and worldviews influence people's understanding of power, gender, compassion, and so on. It also enables pupils to consider the nature of religion itself and the diverse ways in which people understand the term 'religion'.</p>	<p>For example:</p> <p>Faith and Civil Societies Unit: Goldsmiths, University of London</p> <p>The Cambridge Inter-Faith Programme, University of Cambridge</p> <p>The Woolf Institute, University of Cambridge</p> <p>Warwick Religions and Education Research Unit, University of Warwick</p>

## Theology: Core Questions

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>What do religious people say God is like?</p> <p>Why is light an important symbol for many religious believers?</p> <p>What do _____ remember at _____? (E.g. what do Jews remember at Passover?)</p> <p>What might _____ learn from the _____ narrative? (E.g. what might Hindus learn from the Diwali narrative?)</p> <p>What might _____ learn from the story of _____? (E.g. what might Jews learn about God from the story of Abraham?)</p> <p>What do Christians believe God is like?</p> <p>Who made the world?</p>	<p>Why does Christmas matter to Christians?</p> <p>Why does Easter matter to Christians?</p> <p>What do _____ believe about God?</p> <p>How do _____ talk about God?</p> <p>What is the Bible and how do people interpret it?</p> <p>Why is there so much diversity of belief within _____?</p> <p>Where do religious beliefs come from?</p> <p>How have events in history shaped beliefs?</p> <p>What do Christians learn from the creation story?</p> <p>What is the Trinity?</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>How do _____ explain the suffering in the world?</p> <p>One narrative, many beliefs: Why do people interpret things differently?</p> <p>How reliable are sources of authority for believers?</p> <p>How do _____ make sense of the world?</p> <p>What does it mean if God is holy and loving?</p> <p>Creation and science: Conflicting or complementary?</p> <p>Was Jesus the Messiah?</p> <p>What did Jesus do to save human beings?</p> <p>What differences does the resurrection make for Christians?</p>

<b>Progression of skills in Theology</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Where beliefs come from</b>	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief  Recognise different types of writing from within one text	Show awareness of different sources of authority and how they link with beliefs.  Identify different types of writing and give an example of how a believer might interpret a source of authority	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in 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</b>	N/A	N/A	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and nonreligious worldviews	Describe how events in history and society have influenced some religious and nonreligious worldviews	Explain how events in history and society have influenced some religious and nonreligious worldviews
<b>How beliefs relate to each other</b>	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview.	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview.
<b>How beliefs shape the way believers see the world</b>	Give an example of how _____ use beliefs to	Give different examples of how _____ beliefs influence daily life	Recognise ways in which beliefs might make a _____ think	Identify ways in which beliefs might make a _____ think	Give an example of how _____ use beliefs to	Give different examples of how _____ beliefs influence daily life

and each other	guide their daily lives		about how they live their life, how they see the world in which they live and how they view others	about how they live their life, how they see the world in which they live and how they view others	guide their daily lives	
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## Philosophy: Core Questions

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Why do people have different views about the idea of 'God'?</p> <p>What do my senses tell me about the world of religion and belief?</p> <p>What is puzzling about the world of religion and belief?</p> <p>What is 'good' and what is 'bad'?</p> <p>How do people decide what is right and wrong?</p> <p>What questions do religious stories make us ask?</p> <p>Can we find any answers?</p> <p>What's the big idea? (introduction to philosophy/Socratic dialogue)</p> <p>How did the universe come to be?</p>	<p>What is the difference between believing and knowing?</p> <p>What is philosophy?</p> <p>What do we mean by 'truth'?</p> <p>How do people make moral decisions?</p> <p>How do people respond to issues of poverty and justice?</p> <p>What kind of world should we live in?</p> <p>Is seeing believing?</p> <p>Can kindness/love change the world?</p>	<p>Why is there suffering in the world?</p> <p>What can we learn about the world / knowledge / meaning of life from the great philosophers?</p> <p>Is being happy the greatest purpose in life?</p> <p>Is believing in God reasonable?</p> <p>Is it possible for something to always be right (or wrong)?</p> <p>What does it mean to be 'human'?</p> <p>Are angels real?</p> <p>Can people come back to life?</p>

<b>Progression of skills in Philosophy</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>The Nature of knowledge, meaning and existence</b>	Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.	Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them  Talk about what people mean when they say they 'know' something.	Recognise that there are many different religious and nonreligious answers to questions people raise about the world around them  Talk about the difference between knowing and believing.	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence  Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.  Explain some of the different ways in which philosophers understand abstract concepts.	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence  Begin to analyse and evaluate different ways in which philosophers understand abstract concepts
<b>How and whether things make sense</b>	Give a simple reason using the word 'because' when talking about religion and belief	Give a reason to say why someone might hold a particular belief using the word 'because'	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.	Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief  Give reasons for more than one point of view, providing pieces of evidence to support these views	Explain, using a range of reasons, whether a position or argument is coherent and logical.  Link a range of different pieces of evidence together to form a coherent argument	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.  Use well-chosen pieces of evidence to support and counter a

						particular argument
<b>Issues of right and wrong, good and bad</b>	Using religious and belief stories to talk about how beliefs impact on how people behave	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.  Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour

### Human/Social Sciences: Core Questions

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
How do festivals/celebrations bring people together?	What can we learn from different members / expressions of the _____ tradition?	What do we mean by religion?
Where is the religion around us?	How do _____ express their religious beliefs in modern Britain and in _____ [name of country]?	What makes a religion a religion?
What does it mean to belong to the _____ community?	How do people express commitment to a religion or worldview in different ways?	How do/have religious groups contribute to society and culture across the world?
What happens in the daily life of a _____?	What difference does being a _____ make to daily life?	Does religion bring peace, conflict or both?
What does it mean to be part of a religious family?	What does it mean to be a _____?	What does it mean to be part of a global religious/worldview community?
Why are symbols and artefacts important to some people?	How do/have religious groups contribute to society and culture in the local area?	How have expressions of _____ changed over time?
		How do beliefs shape identity for _____?

How do worship gatherings/ceremonies give _____ a sense of identity and belonging?		How has belief in _____ impacted on music and art through history?
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<b>Progression of skills in Human/Social Sciences</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>The diverse nature of religion</b>	Recognise that people have different beliefs and that some people follow religions and others nonreligious worldviews	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	<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>Diverse ways in which people practice and express beliefs</b>	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at

						least two different religions/worldviews.
<b>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</b>	Recognise that beliefs can have an impact on a believer's daily life, their family or local community	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

## Appendix 1 - Core Knowledge Summary Tables

### Buddhism

	<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>Varying beliefs about God. Concepts: The Buddha and Triple Refuge The Jakata tales and Tipitaka</p>	<p>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.</p>	<p>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.</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. Links between suffering and the Four Noble Truths. Buddhist perspectives on moral issues and consideration of the consequences of action in relation to karma.</p>	<p>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.</p>
<p>Human/Social Sciences: Asking questions human and social scientists ask</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

## Christianity

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

	<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: 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>
<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>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>
<b>Human/Social Sciences:</b> 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:
<b>Theology:</b> Asking questions theologians ask	<p>The concept of One God.</p> <p>The life and teachings of the Prophet Muhammad.</p> <p>The Qur'an as a revealed scripture.</p>	<p>Concepts: Tawhid, Creation, Prophethood, Revelation, Khalifah and Akirah.</p> <p>The life and teachings of the Prophet Muhammad and the Six Articles of Sunni Belief.</p> <p>The Qur'an and Hadith as sources of authority, different genres and the value of recitation.</p> <p>Key teachings from important Muslim teachers.</p> <p>The impact of the spread of Islam.</p> <p>How experiences have impacted on belief.</p>	<p>Concepts: Tawhid, Submission, Revelation, Akhirah and Jihad.</p> <p>The importance of the Prophet Muhammad.</p> <p>The theological divergence and distinctions within Islam and Shariah Law.</p> <p>Issues of reliability, authenticity, and translation of the Qur'an and Hadith.</p> <p>Differences between revealed scripture, sayings of the Prophet Muhammed and the Sunnah.</p> <p>Writings from key Muslim 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>Introducing ethical theory.</p> <p>Muslim perspectives on moral issues, including the idea of 'intention'.</p>	<p>Theories of knowledge, philosophy of religion and ethical theory including Muslim perspectives.</p> <p>The impact of Greater Jihad on an individual Muslim's struggle to choose to do right.</p> <p>The impact of Shariah Law on Muslim decision making.</p>
<b>Human/Social Sciences:</b> Asking questions human and social scientists ask	<p>Key vocabulary associated with the study of Islam.</p> <p>The masjid (mosque), the Five Pillars of Islam, symbolism and artefacts.</p> <p>The role of festivals, ceremonies and Madrassah in the Muslim tradition.</p>	<p>Key vocabulary and global diversity associated with the study of Islam.</p> <p>The masjid, the Five Pillars of Islam and the three main Muslims traditions (Sunni, Shia, Sufi).</p> <p>Diversity of expression, customs and practices within Islam and their impact on daily life.</p> <p>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.</p> <p>Diversity of practice across different Muslim groups in the UK and beyond.</p> <p>The impact of tawhid on creative expression.</p> <p>The community/societal role of the mosque and importance of Ummah.</p> <p>The role of Islam in scientific discoveries and historical events.</p> <p>Importance of ibadah in daily life.</p>

# Judaism

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

## Sikhism

	<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	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.
<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. 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.
<b>Human/Social Sciences:</b> 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 Organisations. Work of Sikhs in the education sector.