



"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

<p>Intent</p>	<p>The purpose of our Religious Education curriculum is to develop pupils who demonstrate religious literacy. This means that pupils will be able to hold balanced and well-informed conversations around religion and worldviews. In Key Stage 1, the religious and non-religious worldviews being taught will increase the understanding of religions that the children may be less familiar with, supporting our Christian vision of developing acceptance. In Key Stage 2, the religious and non-religious worldviews taught will reflect the local context and will build on prior knowledge from Key Stage 1. Pupils will know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses. Pupils will gain skills rooted in theology, philosophy and human/social science. Alongside other curriculum areas, Religious Education will play an important part in developing the spiritual, moral, social and cultural development of pupils. Our Religious Education curriculum is planned to closely link to other curriculum areas and our overarching 'Big Questions'. Our Religious Education curriculum will reflect the aims of our vision and the associated Christian values of thankfulness, compassion, community, truthfulness, courage and forgiveness.</p>
<p>Implementation</p>	<p>Religious Education is taught using the locally agreed Essex Syllabus. The Religious Education curriculum will be made up of at least 50% Christianity but we will also learn about other world religions such as Judaism, Buddhism, Hinduism, Sikhism and Islam as well as non-religious world views such as Humanism. RE is taught on a weekly basis and is also linked with other subject areas where appropriate.</p> <p>For pupils with special educational needs and disabilities, RE provides opportunities for colourful sensory experiences. The subject offers an experience of the world which can speak to pupils directly. Many pupils with special needs are instinctive and intuitive individuals who may have deep spiritual insights and experiential moments which provide opportunities for discussion.</p>
<p>Impact</p>	<p>Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. Children will be free thinking, critical participants of public discourse, who are able to make academically informed judgements about important matters of religion and belief which shape the global landscape. Pupils will express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach. Pupils will deploy skills rooted in theology, philosophy and human/social science to engage critically with religious and non-religious worldviews.</p>

Theology: Core Questions

Year 1 & 2	Year 3 & 4	Year 5 & 6
<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>

Philosophy: Asking questions philosophers ask

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
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.	For example: Logic Reason Use of evidence and sources Insight (e.g. in some Eastern philosophies)	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.	Philosophy enables pupils to grapple with questions that have been raised and answers about knowledge, existence and morality. 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.	For example: Philosophy Departments in Universities The Philosophy Foundation The Royal Institute of Philosophy British Philosophical Association

Philosophy: Core Questions

Year 1 & 2	Year 3 & 4	Year 5 & 6
<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>

Human/Social Sciences: Asking questions human and social scientists ask

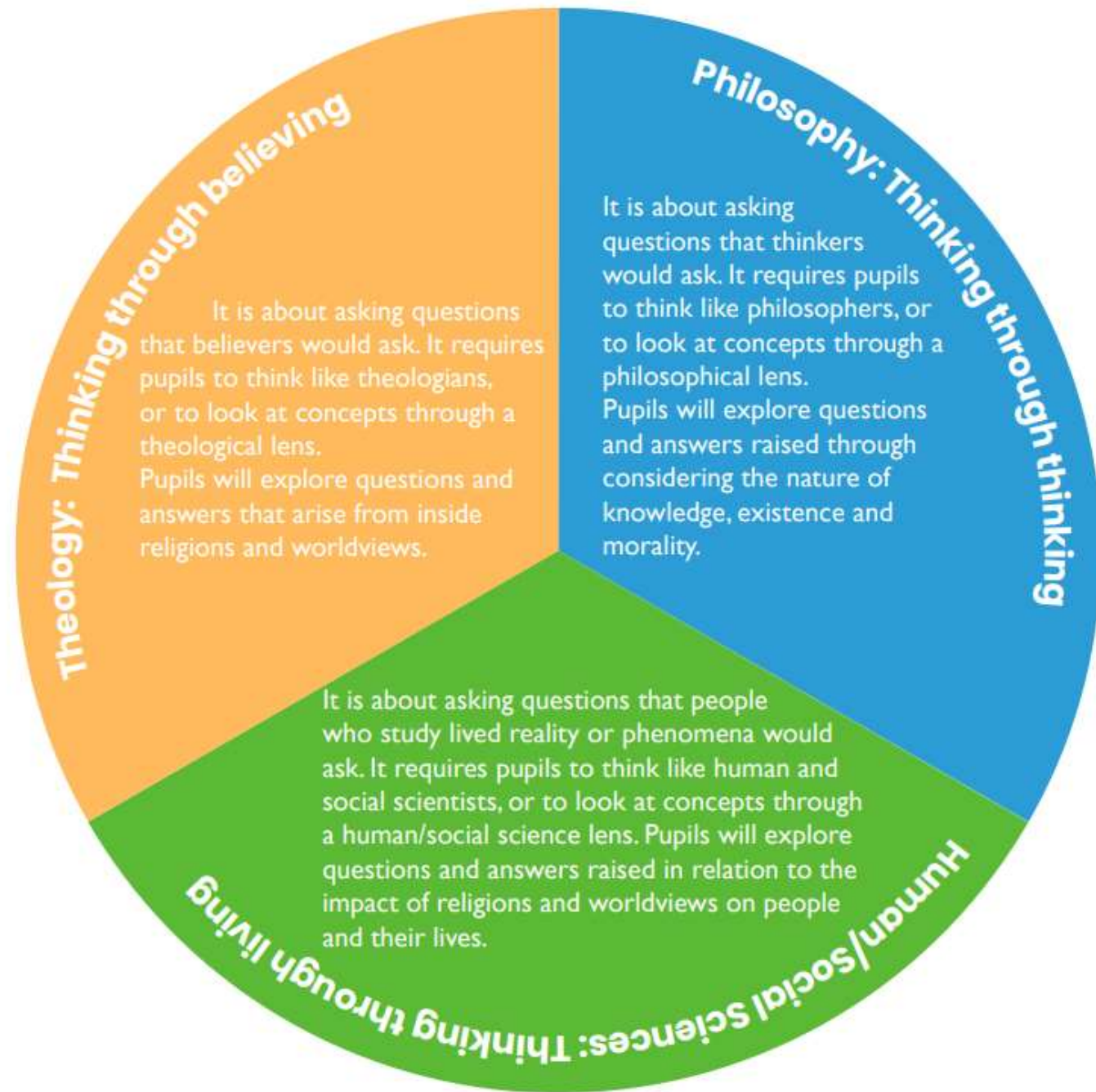
Human and Social Sciences

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>

Human/Social Sciences: Core Questions

Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>How do festivals/celebrations bring people together?</p> <p>Where is the religion around us?</p> <p>What does it mean to belong to the _____ community?</p> <p>What happens in the daily life of a _____?</p> <p>What does it mean to be part of a religious family?</p> <p>Why are symbols and artefacts important to some people?</p> <p>How do worship gatherings/ceremonies give _____ a sense of identity and belonging?</p>	<p>What can we learn from different members / expressions of the _____ tradition?</p> <p>How do _____ express their religious beliefs in modern Britain and in _____ [name of country]?</p> <p>How do people express commitment to a religion or worldview in different ways?</p> <p>What difference does being a _____ make to daily life?</p> <p>What does it mean to be a _____?</p> <p>How do/have religious groups contribute to society and culture in the local area?</p>	<p>What do we mean by religion?</p> <p>What makes a religion a religion?</p> <p>How do/have religious groups contribute to society and culture across the world?</p> <p>Does religion bring peace, conflict or both?</p> <p>What does it mean to be part of a global religious/worldview community?</p> <p>How have expressions of _____ changed over time?</p> <p>How do beliefs shape identity for _____?</p> <p>How has belief in _____ impacted on music and art through history?</p>



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



RE in Early Years Foundation Stage

All schools and academies should provide RE for all registered pupils, including those in Reception classes. The statutory requirement does not extend to nursery classes in maintained schools. In order to prepare pupils for the balanced disciplinary approach, the following suggested content is recommended for Early Years Foundation Stage.

<p align="center">RE in EYFS will prepare children for the multi-disciplinary approach.</p> <p align="center">Pupils begin to explore religion and non-religious worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression.</p>		
<p align="center">Christianity and at least one other religion or worldview</p>		
<p align="center">Theology: Thinking through believing</p>	<p align="center">Philosophy: Thinking through thinking</p>	<p align="center">Human/Social Sciences: Thinking through living</p>
<p>Questions you might ask:</p> <ul style="list-style-type: none"> • What does this <i>religious word</i> mean? How do we say this <i>religious word</i>? • What is this religious story about? Why might people tell this story? • What does the word 'God' mean? • What is a belief • Why is this sacred book important? 	<p>Questions you might ask:</p> <ul style="list-style-type: none"> • What puzzles you? • Is it real? • What is right? What is wrong? What is 'good'? • What do we mean by true? 	<p>Questions you might ask:</p> <ul style="list-style-type: none"> • How do people celebrate? • What might people use this artefact for? • What ceremonies and festivals have you taken part in? • What happens in [place of worship]? • What do these symbols mean?
<ul style="list-style-type: none"> • Recognise simple religious beliefs or teachings. • Talk about some aspects of a religious or belief story. • Introduce key theological vocabulary such as 'God'. • Recreate religious and belief stories through small world play. • Talk about sacred texts 	<ul style="list-style-type: none"> • Raise puzzling and interesting questions about religious and belief stories. • Raise puzzling and interesting questions about the world around them. • Talk about what concerns them about different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate religion and belief. 	<ul style="list-style-type: none"> • Identify simple features of religious life and practice in a family context. • Recognise a number of religious words. • Know where some religious worldviews originated • Name some religious symbols. • Name some religious artefacts. • Talk about religious events that they see or hear about e.g. festivals, ceremonies. • Talk about what people wear because of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious or non-religious belief.

Enrichment opportunities (this list is not exhaustive)

Educational visits to places of worship such as the Jamia Masjid Mosque in Chelmsford.

In school learning sessions from the Buddhist Centre.

Regular visits to our linked church in the village, St Mary's.

Weekly collective worship sessions with Reverend Carol.

Children to make connections with personal travels / family living in other countries.

Contextual location of the school/local area within the wider country, community and internationally.

Spirited Arts Competition.

Celebrations in school such as:

- Holi - Festival of spring, love, and new life
- Eid
- Christianity - Christingle Traditions
- Earth Day – celebrating how God made the world 22nd April
- Diwali 10-14th November 2022
- World Day for Cultural Diversity 21st May 2023
- Chinese New Year 9-24th February

Core Knowledge Summary Tables

Buddhism

	Key Stage 1	Key Stage 2	Key Stage 3
	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

	Key Stage 1	Key Stage 2	Key Stage 3
	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

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: 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.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Introduce moral issues and consider the consequences of action in relation to karma. Moral and values expressed in Hindu stories.	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.
Human/Social Sciences: 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 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	<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>
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.</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>
Human/Social Sciences: 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

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
<p>Theology: Asking questions theologians ask</p>	<p>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.</p>	<p>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</p>	<p>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.</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 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,</p>	<p>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.</p>
<p>Human/Social Sciences: Asking questions human and social scientists ask</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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 vision 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 chhakna on individuals and communities. The Network of Sikh Organisations. Work of Sikhs in the education sector.

RE Curriculum Overview 2022-24

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2	EYFS Enquiry 1 - Why is the word God so important to Christians?	EYFS Enquiry 2 - Why do Christians perform Nativity plays at Christmas?	EYFS Enquiry 3 - Why do Christians put a cross in an Easter garden?		EYFS Philosophy - Noah's Ark Should Noah trust God?	
	What is faith? Belief and Senses	Faith in the Community Community Celebrations	Faith Around the World Jewish Shabbat	What is Easter? The Cross	Who made the World? Who made the Universe?	
Year 3 & 4	Faith Around the World God for Muslims	What does it mean to belong? Diversity of Christian beliefs	What is Easter? Sacrifice		What is faith? Commitment to faith	Faith Around the World Daily Life for Muslims
Year 5 & 6	The Power of Thought Great Philosophers	What does it mean to belong? Diversity of Christian beliefs	Faith Around the World Hinduism	Faith Around the World Buddhists and Suffering	Faith in the Community Faith, Music, Art	Who made the World? Creation and Science

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2	EYFS Enquiry 1 - Why is the word God so important to Christians?	EYFS Enquiry 2 - Why do Christians perform Nativity plays at Christmas?	EYFS Enquiry 3 - Why do Christians put a cross in an Easter garden?		EYFS Philosophy - Noah's Ark Should Noah trust God?	
	What does it mean to belong? Faith Families	What does the Bible say? Nativity	Faith Around the World Jewish Passover	The Power of Thought Light	Who is God? What is God?	
Year 3 & 4	What does the Bible say? Where do Christian beliefs come from?	Faith in the Community Religious groups in community	Who is God? What is Trinity?		Who made the World? What is Truth?	The Power of Thought What is Philosophy?
Year 5 & 6	What does it mean to belong? Beliefs and Identity for Muslims	What is faith? Is faith reasonable?	What is Easter? Resurrection	Who made the World? Creation and Science	What does the Bible say? Religion, Peace and Conflict	Who is God? What is a human?