

# Curriculum Skills and Progression Map

## Religious Education: 2023 to 2024



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## **Section 1 R.E. Statement of Intent**

Religious Education at Horsford CE VA Primary School aims to develop religious literacy for all pupils. In the Foundation Stage pupils begin to explore religion and worldviews in terms of important people, times, places and objects, and, when possible, visit places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. In Key Stage 1, there is a two-year rolling programme, where the children cover central a range of Christian and Judaism beliefs and practices. Whilst other religions are mentioned, e.g. Diwali in the unit ‘Why is light an important symbol?’, the focus is on Christianity and Judaism, with the aim being to give the children a firm basis which, as they progress through the school, can then be applied to other religions and worldviews, and also in studying Christianity in more depth. In Years 3 and 4, there is also a two-year rolling programme. The pupils continue to explore the central beliefs, as well as practices of Christianity and also study Islam in depth, as well as covering a little more of Hinduism. The children also learn about how the lives of people from different faiths are shaped by their beliefs. In years 5 and 6, a two-year rolling programme is also used. Hinduism is studied in greater depth and the children are provided with opportunities for more critical examination of different beliefs. They study the work of philosophers and encounter worldviews like Humanism. The pupils also look more closely at the spiritual and moral questions humans tackle throughout their lives, encouraging children to draw on their knowledge from previous years to enable them to become ‘deeper thinkers’.

Between the beginning of Key Stage 1 and end of Key Stage 2, there is a balance of ‘lenses’ identified in the locally agreed syllabus. Two units are covered in the Autumn and Summer Term, while one unit is covered in the Spring Term – the Spring Term units have been chosen for the term as they provide opportunities for more ‘in depth’ study and coverage, rather than trying to fit two units in this term, which is often shorter than the two outer terms. By the end of Key Stage 2, the children will have covered thirty units: ten with a theology focus, ten with a philosophy focus and ten with a human/social science focus. Each unit provides a link with one of the school’s values.

## Section 2 Christian Distinctiveness Statement



### The Religious Education Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

At Horsford CE VA Primary School, the purpose of our R.E. curriculum is to enable the children to develop religious literacy. We believe that this will help the children to have a greater understanding of people of different religious beliefs and those who have none. We believe that through a greater understanding of each other within our school and the wider community, the children will have the **courage** to express their beliefs. We believe that this subject allows the children to show **compassion** towards others by learning stories and about people from different religions and being able to put into practice what they have learnt – particularly through our school's chosen story of 'The Good Samaritan'. We believe that R.E. helps the children develop **responsibility** to express their beliefs and to challenge beliefs which are contrary to our school's vision.

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



## The Religious Education Curriculum and Provision for Pupils with SEND

At Horsford C of E VA Primary school, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The Religious Education curriculum can be adapted to meet the needs of children with SEND in the following ways.

Word Banks for pre-learning and to support during topics and themes	Printing work larger and in smaller chunks
Cutting and Sticking Key Words on to work as prompts	Cloze passages/activities to check learning
Print out portions of work and learning objectives to minimise writing	Draw answers or explanations
Coloured Paper or recycled paper to minimise visual stress	Visual Timetables – class and individual
Breaking down lessons into short, manageable chunks	Coloured Paper for visual stress
Mixed ability groups – using peers as support and role models	Writing frames and scaffolding
Adult assistance nearby	Word lists of key vocabulary for pre-learning and as prompts
Using another student as a reader/support	Relevant word banks of common language for different subjects
Knowledge map/Mind Maps	Trying a 1:1 adult/adult nearby
Recording ideas on whiteboards as an aide memoire	Checking seating position – sight problems – near the back for sensory needs
Recording devices to record their answers/sentences – talking tins, iPad	

When planning for Religious Education class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

### Section 3 – R.E. as a multi- disciplinary subject:

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.

Religious Education Skills Map EYFS				
<p><b>RE in EYFS will prepare children for the multi-disciplinary approach.</b></p> <p>Pupils begin to explore the world of religion and belief in terms of special people, times, places and objects. They listen to, and talk about, religious stories which may raise interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.</p> <p style="text-align: center;"><b>People and Communities ELG</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p style="text-align: center;">The children will be exposed to <b>Christianity</b> and at least <b>one</b> other religion, religious belief or worldview</p>				
Theology: Thinking through believing		Philosophy: Thinking through believing		Human/Social Sciences: Thinking through living
Pupils can ...		Pupils can ...		Pupils can ...
<ul style="list-style-type: none"> <li>Recognise simple religious beliefs or teachings</li> <li>Talk about some aspects of a religious or belief story</li> <li>Introduce key theological vocabulary such as 'God'.</li> <li>Recreate religious and belief stories through small world play.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise simple religious beliefs or teachings</li> <li>Talk about some aspects of a religious or belief story</li> <li>Introduce key theological vocabulary such as 'God'.</li> <li>Recreate religious and belief stories through small world play.</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Identify simple features of religious life and practice in a family context</li> <li>Recognise a number of religious words</li> <li>Name some religious symbols</li> <li>Name some religious artefacts</li> <li>Talk about religious events that they see or hear about e.g. festivals, ceremonies</li> <li>Talk about what people wear because of their beliefs</li> <li>Be visited by a person from a local place of worship</li> <li>Talk to someone who holds a particular religious belief</li> </ul>
Key Vocabulary				
Beliefs	Christian	Different	God	Similar
Bible	Christmas	Easter	Hinduism	Symbols
Celebration	Church	Festivals	Religions	Worship

Religious Education Skills Map KS1 and KS2						
Religious Education – Theology – Pupils can ...						
Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A.</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 <sup>1</sup> and how they link with beliefs.  Identify different types of writing and give an example of how a believer might interpret a source of authority	Identify different sources of authority and how they link with beliefs.  Give examples of different writings and different ways in which believers interpret sources of authority	Describe different sources of authority and how they link with beliefs.  Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs.  Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
<b>B.</b> <b>How beliefs change over time</b>	N/A	N/A	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious worldviews	Describe how events in history and society have influenced some religious and non-religious worldviews	Explain how events in history and society have influenced some religious and non-religious worldviews
<b>C.</b> <b>How beliefs relate to each other</b>	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview.  Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview.  Identify some of the similarities and differences between and within religions and worldviews	Describe the connections between different beliefs being studied and link them to sources of authority  Describe some of the key theological similarities and differences between	Explain connections between different beliefs being studied and link them to sources of authority using theological terms  Explain the key theological similarities and differences between

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

					and within religions and worldviews	and within religions and worldviews
<b>D.</b> <b>How beliefs shape the way believers see the world and each other</b>	Give an example of how _____ use beliefs to guide their daily lives	Give different examples of how _____ beliefs influence daily life	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others

<b>KS1 Core Questions</b>	<b>KS2 Core Questions</b>
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- What do religious people say God is like?
- Why is light an important symbol for many religious believers?
- What do XXXX remember at XXXX? E.g. what do Jews remember at Passover?
- What might XXXX learn from the XXXX narrative? E.g. what might Hindus learn from the Diwali narrative?
- What might xxx learn from the story of xxxxx? E.g. what might Jews learn about God from the story of Abraham?
- What do Christians believe God is like?
- Who made the world?
- Why does Christmas matter to Christians?
- Why does Easter matter to Christians?

- 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 doe the resurrection make for Christians?



Religious Education Skills Map KS1 and KS2						
Religious Education – Philosophy – Pupils can ...						
Philosophy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A.</b>  The Nature of knowledge, meaning and existence	Ask questions about the world around them and talk about these questions.  Begin to make connections between using their senses and what they know about the world around them.	Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them  Talk about what people mean when they say they 'know' something.	Recognise that there are many different religious and non-religious answers to questions people raise about the world around them  Talk about the difference between knowing and believing.	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence  Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.  Explain some of the different ways in which philosophers understand abstract concepts.	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence  Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
<b>B.</b>  How and whether things make sense	Give a simple reason using the word 'because' when talking about religion and belief	Give a reason to say why someone might hold a particular belief using the word 'because'	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.  Use more than one reason to support their view.	Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief  Give reasons for more than one point of view, providing pieces of evidence to support these views	Explain, using a range of reasons, whether a position or argument is coherent and logical.  Link a range of different pieces of evidence together to form a coherent argument	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.  Use well-chosen pieces of evidence to support and counter a particular argument
<b>C.</b>	Using religious and belief stories to talk about how	Using religious and belief stories, make connections	Recognise that it is difficult to define	Describe a range of answers to ethical and moral questions, showing	Explain a range of answers to ethical and moral questions and	Begin to analyse and evaluate a range of different answers to

<p><b>Issues of right and wrong, good and bad</b></p>	<p>beliefs impact on how people behave</p>	<p>between peoples' beliefs about right and wrong and their actions.</p>	<p>'right', 'wrong', 'good' and 'bad'.  Recognise some of the similarities and differences between these ideas.</p>	<p>awareness of the diversity of opinion and why there are differences.</p>	<p>issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>	<p>ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>
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<b>KS1 Core Questions</b>	<b>KS2 Core Questions</b>
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- Why do people have different views about the idea of 'God'?
- What do my senses tell me about the world of religion and belief?
- What is puzzling about the world of religion and belief?
- What is 'good' and what is 'bad'?
- How do people decide what is right and wrong?
- What questions do religious stories make us ask? Can we find any answers?
- What's the big idea? (introduction to philosophy/Socratic dialogue)

- 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?

Curriculum Skills and Progression Map						
Religious Education – Human/Social Sciences – Pupils can ...						
Human/Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A.</b> <b>The diverse nature of religion</b>	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Explain the different ways in which the terms 'religion' and "belief' are used by followers from within a religion or worldview and those from outside it.  Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.  Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
<b>B.</b> <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>C.</b> <b>The ways in which beliefs shape individual identity, and</b>	Recognise that beliefs can have an impact on a believer's	Identify ways in which beliefs can have an impact on a believer's daily	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family,	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals,	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society,

<p><b>impact on communities and society and vice versa</b></p>	<p>daily life, their family or local community.</p>	<p>life, their family or local community.</p>	<p>community and society.</p>	<p>awareness of how individuals, communities and society can also shape beliefs.</p>	<p>communities and society can also shape beliefs.</p>	<p>and how individuals, communities and society can also shape beliefs.</p>
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<b>KS1 Core Questions</b>	<b>KS2 Core Questions</b>
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- How do festivals/celebrations bring people together?
- Where is the religion around us?
- What does it mean to belong to the XXXX community?
- What happens in the daily life of a XXXX?
- What does it mean to be part of a religious family?
- Why are symbols and artefacts important to some people?
- How do worship gatherings/ceremonies give xxx a sense of identity and belonging?

- 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?

## Section 4: Core Knowledge Tables

### Suggested Core Knowledge for Christianity

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Theology:</b>		
<p><b>Thinking through believing.</b> Theology enables pupils to grapple with questions that have been raised by religions and beliefs over the centuries. 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 belief systems, exploring 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 ideas of a religion or belief system as well as exploring the significance of experience on the claims made by religious and non-religious people.</p>	<p><b>Systematic Theology:</b> <b>Creation:</b> Christian belief in God as creator of the universe. <b>God:</b> Christian belief in God as a Father. <b>Jesus:</b> Awareness of Jesus as an historical figure and of some of his teachings and miracles. <b>Incarnation:</b> The Nativity narratives in Luke and Matthew. The Christian belief that God became human in Jesus. <b>Salvation:</b> The Easter narrative and Christian belief that Jesus builds a bridge between God and humans. Recognition of how incarnation and salvation relate to one another for Christians. <b>Textual Theology:</b> The Bible as a sacred text for Christians. Recognition of different genre in the bible e.g. parables, letters, history</p>	<p><b>Systematic Theology:</b> <b>Creation and Fall:</b> Christian belief that humans are made in God’s image but became sinful and need saving. Introducing debates about the relationship between the Genesis narratives and scientific explanations. <b>God:</b> Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit). Sources of authority which explain to Christians the nature of God e.g. bible, experience, creeds. <b>Jesus:</b> As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. <b>Incarnation:</b> Jesus as one of the three persons of the Trinity. <b>Salvation:</b> Gospel accounts of Jesus’ death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption) <b>Textual Theology:</b> Consideration of genre, author, context, reliability and audience in relation to the Bible, creeds and Christian tradition. Different interpretations of belief through for example art, music, blogs. <b>Historical Theology:</b> Examples of key teachings from religious teachers such as Martin Luther King, Oscar Romero, William Wilberforce. Examples of how experiences have impacted on beliefs e.g the conversion of Saul on the road to Damascus. Examples of how events in society have influenced beliefs e.g. the persecution of Christians, the abolition movement.</p>

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Philosophy:</b>		
<p><b>Thinking through thinking.</b>                      Philosophy enables pupils to grapple with questions that have been raised about knowledge, meaning, 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. It is the process of reasoning that lies at the heart of philosophy. Studying the works of great philosophers is part of developing an understanding of philosophy. Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE these are metaphysics, logic and moral philosophy</p>	<p><b>Metaphysics:</b>                      The word ‘God’ as a name.                      The nature of a question                      The meaning of the word ‘know’.                      Awareness of the world around them through the senses</p> <p><b>Logic:</b>                      The nature of a reason                      Use of the word ‘because’                      Recognise a reason in a religious or belief text</p> <p><b>Moral Philosophy:</b>                      Make links between belief and behaviour, particularly through the study of religious and belief narratives.                      How people make decisions e.g. impact of family and rules.</p>	<p><b>Metaphysics:</b>                      Varying views about the existence of God                      Varying views about the reasons for suffering in the world, including awareness of different types of suffering                      Difference between knowledge, belief and opinion.                      The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.                      An example of a philosopher from the Christian tradition e.g. Augustine</p> <p><b>Logic:</b>                      The nature of a philosophical question                      Debates about whether some things can be proven                      The nature of a coherent and reasoned argument                      Awareness of divergence of opinion                      Creation of balanced arguments</p> <p><b>Moral Philosophy:</b>                      Influences on moral decision making such as experience, family, history, culture or community (including religious communities).                      Introduction to ethical theory such as utilitarianism or hedonism.                      Making connections with theological understandings of right and wrong.                      Investigation of moral issues such as poverty and wealth, peace and conflict or justice and injustice.</p>

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Human /Social Sciences:</b>		
<p><b>Thinking through living.</b> The human/social sciences enable pupils to grapple with questions about the lived and diversity reality of religion and belief in the world. 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, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote better understanding of the ways in which religions and beliefs 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><b>Nature of Religion:</b> The use of the term ‘Christian’ and what it means The term ‘religion’. The idea that some people follow a set of beliefs, creed or way of life. <b>Practices and Expression:</b> <b>The local church (eg):</b> how they are used, worship that takes place. Norwich Anglican and Roman Catholic Cathedrals as a places of importance for many Christians. <b>Symbolism and artefacts:</b> The cross as a symbol. Artefacts used by Christians such the rosary, paschal candle, chalice and paten. Use of water and light in ceremonies such as baptism and Christingle. <b>Individual, community and Society:</b> The importance of rites of passage such as baptism or First communion for some Christians. The importance of worship gatherings for Christians e.g. sharing bread and wine, keeping Sunday as a special day The role of celebrations such as Christmas and Easter in bringing the religious community together.</p>	<p><b>Nature of Religion:</b> Different ways in which people understand the term ‘religion’ both within and outside of religious adherence. The use of term ‘religion’ by Christians, and awareness that some prefer not to use this term. Christianity originally known as ‘The Way’ in New Testament times. Awareness of the diverse nature of Christianity locally, nationally and globally. <b>Practices and Expression:</b> <b>The church:</b> Church as a global community of Christian believers, the main characteristics of different denominations. Awareness of different denominations locally e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army... <b>Worship:</b> Different expressions of Christian worship including for example the Eucharist and pilgrimage. <b>Festivals:</b> The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban. <b>Individuals:</b> Meeting individual Christians to ask them about their beliefs and practices. <b>Individual, community and society:</b> The impact of Christian teachings on daily life such as providing guidance, reassurance or comfort. The importance of rites of passage in terms of religious identity e.g. baptism, confirmation The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Desmond Tutu, Wilberforce, Edith Cavell, Oscar Romero Varying expressions of prayer including for example the ‘Thy Kingdom Come’, Taize, 24/7 prayer or Prayer Spaces. Varying cultural expressions of the Christian faith as seen through art and/or music. The role of the Christian community in charity work such as Foodbanks or Christian Aid.</p>

## Suggested Core Knowledge for Hinduism

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Theology:</b>		
<p><b>Thinking through believing.</b> Theology enables pupils to grapple with questions that have been raised by religions and beliefs over the centuries. 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 belief systems, exploring 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 ideas of a religion or belief system as well as exploring the significance of experience on the claims made by religious and non-religious people.</p>	<p><b>Hinduism is not studied in KS1 at Horsford</b></p>	<p><b>Systematic Theology:</b>  <b>God:</b> Hindu beliefs in one God, usually referred to as spirit (Brahman) represented through different names and images. Brahman as Supreme Reality who pervades all creation through stories from the Upanishads. Awareness of the Trimurti- Brahma, Shiva, Vishnu.  <b>Atman:</b> The name used for the essential nature of humans or their soul  <b>Avatars:</b> Name avatars such as Rama, Krishna and Ganesha and talk about stories associated with them and the beliefs and values arising from them; the belief that Vishnu takes form and comes to earth. The word literally meaning 'descent'. The 10 avatars including Lord Krishna and Lord Rama, and the beliefs and values arising from narratives about them.  <b>Ahimsa:</b> Non-violence springs naturally from the Hindu belief of unity in diversity.  <b>Samsara:</b> The cycle of birth and rebirth which ends when a personal discovers his or her essential spirit, called Moksha. Hindus believe that consciousness is present in all life forms.  <b>Karma:</b> The law of karma is linked to the theory of reincarnation. It states that there are consequences for actions beyond this life. The law of cause and effect.  <b>Textual Theology:</b>            Hindu holy books are written in Sanskrit and come in the form of laws, hymns and poetry; the oral tradition in the Indus valley and the writing down of teaching in the Vedas which contains hymns and prayers.            The Ramayana as a sacred poem about Rama and Sita; consideration of genre, author, context, reliability and audience in relation to the Vedas, Ramayana, Mahabharata Upanishads, and Puranas. Different interpretations of belief through for example through worship, dance and storytelling. Interpretation of prayers such as the Gayatri Mantra.  <b>Historical Theology:</b>            Examples of key teachings from religious teachers, e.g. Gandhi, Swaminarayan, Sai Baba, Srila Prabhupada, Sri Ramakrishna            Examples of how experiences have impacted on beliefs e.g the life of Mahatma Gandhi.            Impact of the spread of the Hindu tradition to the West on how beliefs are understood.</p>



Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Philosophy:</b>		
<p><b>Thinking through thinking.</b>            Philosophy enables pupils to grapple with questions that have been raised about knowledge, meaning, 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. It is the process of reasoning that lies at the heart of philosophy. Studying the works of great philosophers is part of developing an understanding of philosophy. Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE these are metaphysics, logic and moral philosophy</p>	<p><b>Hinduism is not studied in KS1 at Horsford</b></p>	<p><b>Metaphysics:</b>            The word 'God' as a name.            The nature of a question            The meaning of the word 'know'.            Awareness of the world around them through the senses            Varying views about the existence of God            Elementary study of the philosophy of religion            Varying views about the reasons for suffering in the world, including awareness of different types of suffering            Difference between knowledge, belief and opinion.            The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.            The work of one or two key philosophers such as Socrates, Plato or Aristotle.</p> <p><b>Logic:</b>            The nature of a reason            Use of the word 'because'            Recognise a reason in a religious or belief text            The nature of a philosophical question            Debates about whether some things can be proven            The nature of a coherent and reasoned argument            Awareness of divergence of opinion            Creation of balanced arguments</p> <p><b>Moral Philosophy:</b>            Make links between belief and behaviour, particularly through the study of religious and belief narratives.            How people make decisions e.g. impact of family and rules.            Influences on moral decision making such as experience, family, history, culture or community (including religious communities).            Introduction to ethical theory such as utilitarianism or hedonism.            Making connections with theological understandings of right and wrong.            Investigation of moral issues such as poverty and wealth, peace and conflict or justice and injustice.            Morals and value expressed in some Hindu stories, for example, from the Panchatantra.            How Hindu beliefs about respect for all life impact on their actions.</p>

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Human /Social Sciences:</b>		
<p><b>Thinking through living.</b> The human/social sciences enable pupils to grapple with questions about the lived and diversity reality of religion and belief in the world. 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, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote better understanding of the ways in which religions and beliefs 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><b>Hinduism is not studied in KS1 at Horsford</b></p>	<p><b>Nature of Religion:</b> The use of the term 'Hindu' and what it means. The meaning of the word 'dharma' as a way of life. The terms 'religion' and 'worldview' The Hindu tradition began in the Indian region but has spread across the world. Different ways in which people understand the term 'religion' both within and outside of religious adherence. The use of term 'religion' by Hindus, and awareness that some prefer to use the term 'Sanatan Dharma'. Awareness of the diverse nature of Hinduism locally, nationally and globally.</p> <p><b>Practices and Expression:</b> <b>Dharma</b> as living the life of a Hindu e.g. worshipping, carrying out rituals <b>Sanatan Dharma</b> as the way of life for Hindus. The four ways in which it is manifested through karma (work), bhakti (worship), yoga (control of the mind) and jnana (knowledge) <b>Centrality of the home:</b> A special room set aside for worship. Use of murtis as a reminder of God's presence. Puja in the home. Importance of family life including the naming ceremony for a baby and festival of Raksha Bandhan. <b>Symbolism:</b> The aum as a symbol and its use in puja and the naming ceremony, The lotus flower as a symbol of purity. The role of light in Diwali celebrations. <b>Community:</b> The Hindu tradition as a global community which embraces pluralism. Awareness of different movements within the Hindu tradition in the United Kingdom such as Vaishnavites and Shaivites. <b>Worship:</b> The diversity of expression through devotion to deities. Differences between puja in the home and at the mandir. Use of symbols and symbolic actions in worship. Importance of pilgrimage in India for example The Ganges, <b>Festivals:</b> The diverse ways in which Hindus celebrate festivals such as Diwali and Kum Mela. In particular contrasting two different contexts such as the UK and India. <b>Individuals:</b> Meeting individual Hindus to ask them about their beliefs and practices.</p> <p><b>Individual, community and society:</b> The Hindu greeting 'Namaste' and its meaning showing that people are really part of God. The importance of gathering for worship in a mandir (temple) to share in arti and receive prashad. The role of dramatic storytelling and dance in sharing the Hindu tradition with the next generation. The role of celebrations such as Diwali and Holi in bringing the religious community together. The use of tilaks as a mark of belonging The impact of following dharma and the theory of karma on daily life. The impact of ahimsa on daily life including many Hindus being vegetarian. The expression of belief through the architecture and features of the mandir. The life and work of a Hindu whose faith impacts ( or impacted on) their actions e.g. Mahatma Gandhi The importance of rites of passage, the four stages of life (ashramas) in terms of religious identity and fulfilling dharma. Varying cultural expressions of the Hindu faith as seen through the creative arts, particularly dance and performance. The role of the Hindu community in charity work as an expression of dharma. E.g. Sewa UK</p>

## Suggested Core Knowledge for Islam

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Theology:</b>		
<p><b>Thinking through believing.</b> Theology enables pupils to grapple with questions that have been raised by religions and beliefs over the centuries. 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 belief systems, exploring 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 ideas of a religion or belief system as well as exploring the significance of experience on the claims made by religious and non-religious people.</p>	<p><b>Islam is not studied at KS1 at Horsford</b></p> <p>Allah, Five Pillars (Shahadah, Salah, Sawm, Zakah and Hajj), Khalifah, Mosque, Muhammad (pbuh), Prophet, Qu’ran Shahadah, Tawhid, Wudu</p>	<p><b>Systematic Theology:</b> <b>God:</b> Belief in one God. Muslims use Arabic word ‘Allah’ for God. Narratives about the importance of the oneness of God. God as creator. <b>Tawhid:</b> Shahadah as declaration of faith and as the first of the five pillars. Allah is one (Tawhid) and has no partners or equals. There are 99 names of Allah which describe his qualities and attributes. Allah as creator of the universe. <b>Creation:</b> Allah as creator of the Universe. Surah’s which teach about the wonder of creation (Surahs 16, 66-70, 77-83) <b>Prophethood:</b> Allah has sent prophets to give guidance, for example Adam, Ibrahim, Musa, Isa. <b>Muhammad:</b> Prophet Muhammad as the final messenger. Narrative accounts of Muhammad’s life and teachings. Muhammad as the seal of the prophets, the final messenger. Events in the Life of Muhammad such as the Night of Power and move to Madinah. <b>Revelation:</b> The Qur’an contains the actual words of God. <b>Six Articles of Sunni Belief:</b> Belief in Allah, angels, books, prophets, day of judgement and destiny of good and evil. <b>Khalifah:</b> Humans as Allah’s servants, entrusted by Allah to obey Him and carry out His will on earth and be His representative. <b>Akhirah:</b> The idea of judgement day and the imagery of paradise as a garden and hell as fire. <b>Textual Theology:</b> Consideration of genre, authority, context, reliability and audience in relation to the Qur’an and Hadith. The value and importance of recitation of the Qur’an, and the title of ‘hafiz’. <b>Historical Theology:</b> The Qur’an is written in Arabic. The Qur’an as a revealed scripture to Muhammed. The Hadith as a collection of sayings. Impact of the spread of Islam as a global faith</p>

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Philosophy:</b>		
<p><b>Thinking through thinking.</b>                      Philosophy enables pupils to grapple with questions that have been raised about knowledge, meaning, 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. It is the process of reasoning that lies at the heart of philosophy. Studying the works of great philosophers is part of developing an understanding of philosophy. Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE these are metaphysics, logic and moral philosophy</p>	<p><b>Islam is not studied at KS1 at Horsford</b></p>	<p><b>Metaphysics:</b>                      The word 'God' as a name.                      The nature of a question                      The meaning of the word 'know'.                      Awareness of the world around them through the senses</p> <p>Varying views about the existence of God                      Elementary study of the philosophy of religion                      Varying views about the reasons for suffering in the world, including awareness of different types of suffering                      Difference between knowledge, belief and opinion.                      The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.                      The work of one or two key philosophers such as Socrates, Plato or Aristotle.                      An example of a philosopher from the Muslim tradition e.g. XXX</p> <p><b>Logic:</b>                      The nature of a reason                      Use of the word 'because'                      Recognise a reason in a religious or belief text                      The nature of a philosophical question                      Debates about whether some things can be proven                      The nature of a coherent and reasoned argument                      Awareness of divergence of opinion                      Creation of balanced arguments</p> <p><b>Moral Philosophy:</b>                      Make links between belief and behaviour, particularly through the study of religious and belief narratives.                      How people make decisions e.g. impact of family and rules.                      Influences on moral decision making such as experience, family, history, culture or community (including religious communities).                      Introduction to ethical theory such as utilitarianism or hedonism.                      Making connections with theological understandings of right and wrong.                      Investigation of moral issues such as poverty and wealth, peace and conflict or justice and injustice.</p>

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Human /Social Sciences:</b>		
<p><b>Thinking through living.</b> The human/social sciences enable pupils to grapple with questions about the lived and diversity reality of religion and belief in the world. 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, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote better understanding of the ways in which religions and beliefs 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><b>Islam is not studied at KS1 at Horsford</b></p>	<p><b>Nature of Religion:</b> The use of the term 'Muslim' and what it means. The terms 'religion' and 'worldview' The Muslim tradition began in the Saudi Arabia but has spread across the world. Different ways in which people understand the term 'religion' both within and outside of religious adherence. The meaning of the word 'Islam' as the Arabic word for peace. It also means submission or wholehearted acceptance. Muslims means 'one who submits'. Awareness of the diverse nature of Islam locally, nationally and globally.</p> <p><b>Practices and Expression:</b> <b>Masjid or mosque:</b> The variety of types of mosque in the local area, including converted buildings. The mosques and community centres in Norwich as examples of how the Muslim community meets the needs of the local population. Key features of a mosque which express Muslim belief. As a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this. <b>Diversity:</b> Awareness of the three main Muslims traditions- Sunni, Shia and Sufi. Awareness of diversity of expression, particularly in relation to the pictorial presentations. <b>The Five Pillars of Islam:</b> The main religious duties of a Muslim. In particular salah, and the associated practice of wudu. Shahadah, Salah, Sawm, Zakah and Hajj. <b>Individuals:</b> Meeting individual Muslims to ask them about their beliefs and practices. <b>Symbolism and artefacts:</b> Use of Tasbeeh to explore the 99 names of Allah. The respect given the Qur'an as a sacred text. Muslim art such a calligraphy and geometric designs</p> <p><b>Individual, community and society:</b> The role of festivals such as Eid-ul-Fitr and Eid-ul-Adha in bringing the muslim community together. The role of ceremonies, such as Aqiqah in helping children learn about Islam. The role of the Madrassah in helping young Muslims understand their faith. The importance of Muslims' teachings in relation to general conduct and good manners. The varying expression of belief through the architecture and features of the mosque. The role of the imam and mosque in social welfare. The ways in which Muslim belief impacts of diet and modesty, and variations of practice, including cultural differences. The custom and practice of Muhammad ( Sunnah) and its influence on how Muslims live their lives today. The importance of Ramadan and the two Eid festivals in terms of religious identity and Ummah (community of Muslims). The role of the Muslim community in charity work as an expression of Zakah (almsgiving) e.g. Islamic Relief The importance of Jumma (Friday) prayers for uniting the Muslim community.</p>

Suggested Core Knowledge for Judaism

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Theology:</b>		
<p><b>Thinking through believing.</b> Theology enables pupils to grapple with questions that have been raised by religions and beliefs over the centuries. 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 belief systems, exploring 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 ideas of a religion or belief system as well as exploring the significance of experience on the claims made by religious and non-religious people.</p>	<p><b>Systematic Theology:</b> <b>Creation:</b> Jewish belief in God as creator of the universe. <b>God:</b> Jewish belief in One God. <b>Textual Theology:</b> The Torah as the five books of Moses, written in Hebrew; the different genres contained within the first five books; narratives about the lives of Jewish descendants.</p>	<p>Judaism is not taught discretely in Key Stage 2.</p>

Disciplinary Lens	Key Stage 1	Key Stage 2
<p><b>Philosophy:</b></p> <p><b>Thinking through thinking.</b>                      Philosophy enables pupils to grapple with questions that have been raised about knowledge, meaning, 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. It is the process of reasoning that lies at the heart of philosophy. Studying the works of great philosophers is part of developing an understanding of philosophy. Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE these are metaphysics, logic and moral philosophy</p>	<p><b>Metaphysics:</b>                      The word 'God' as a name.                      The nature of a question                      The meaning of the word 'know'.                      Awareness of the world around them through the senses</p> <p><b>Logic:</b>                      The nature of a reason                      Use of the word 'because'                      Recognise a reason in a religious or belief text</p> <p><b>Moral Philosophy:</b>                      Make links between belief and behaviour, particularly through the study of religious and belief narratives.                      How people make decisions e.g. impact of family and rules.</p>	<p>Judaism is not taught discretely in Key Stage 2.</p>

Disciplinary Lens	Key Stage 1	Key Stage 2
<p><b>Human /Social Sciences:</b></p> <p><b>Thinking through living.</b>            The human/social sciences enable pupils to grapple with questions about the lived and diversity reality of religion and belief in the world. 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, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote better understanding of the ways in which religions and beliefs 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><b>Nature of Religion:</b>            The use of the term 'Jew' and 'Judaism' and what it means            The term 'religion'.            The idea that some people follow a set of beliefs, creed or way of life.</p> <p><b>Practices and Expression:</b>  <b>A Synagogue:</b> how it is used, worship that takes place. Synagogues as places of importance for many Jews.  <b>Symbolism and artefacts:</b> The Star of David as a symbol. Artefacts used by Jews such as dreidel, mezuzah, Torah scroll, yad, menorah, Shabbat candles, etc.</p> <p><b>Individual, community and Society:</b>            The importance of rites of passage such as Bar Mitzvah or Bat Mitzvah.            The importance of worship gatherings for Jews e.g. first meal of Shabbat.            The role of celebrations such as Pesach.</p>	<p>Judaism is not taught discretely in Key Stage 2.</p>



Suggested core knowledge for one non-religious worldview: Humanism<sup>2</sup>

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Theology:</b>		
<p><b>Thinking through believing.</b> Theology enables pupils to grapple with questions that have been raised by religions and beliefs over the centuries. 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 belief systems, exploring 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 ideas of a religion or belief system as well as exploring the significance of experience on the claims made by religious and non-religious people.</p>	<p><b>Humanism is not studied at KS1 at Horsford</b></p> <p>Atheism, Agnosticism, Rationalism, One Life, Logic, Moral Philosophy</p>	<p><b>Atheism:</b> The belief that there is no god. The supernatural does not exist. The absence of belief in a god or gods. The material world as the only one people can know exists. Quotations and writings of Humanists, particularly from the British Humanist Association. E.g. Robert Ingersoll, Karl Popper</p> <p><b>Agnosticism:</b> The absence of belief that people can ever know if there is a god.</p> <p><b>Rationalism:</b> The belief that people should use reason, empathy, compassion and respect when deciding how to behave. Science as the best method to understand the universe.</p> <p><b>One Life:</b> The absence of food or persuasive evidence for an afterlife, thus making the most of the one life now. Humanism as a positive life stance.</p> <p><b>Happiness:</b> The importance of finding one’s own way in order that life is meaningful. The importance of making the most of life. Happiness as more than pleasure.</p> <p>Examples of writings such as those by Robert Ingersoll, John Stuart Mill, The willingness of humanists to adapt beliefs in light of new evidence e.g. the importance of the theory of evolution for Humanists The diversity of humanist thought throughout history and around the world. E.g. the value of the psychological desire for truth (Socarates) The absence of sacred texts and divine rules.</p>

<sup>2</sup> Much of the core knowledge for humanism is taken from the following resource: <https://understandinghumanism.org.uk/planning-guidelines/>

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Philosophy:</b>		
<p><b>Thinking through thinking.</b>                      Philosophy enables pupils to grapple with questions that have been raised about knowledge, meaning, 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. It is the process of reasoning that lies at the heart of philosophy. Studying the works of great philosophers is part of developing an understanding of philosophy. Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE these are metaphysics, logic and moral philosophy</p>	<p><b>Humanism is not studied at KS1 at Horsford</b></p>	<p><b>Metaphysics:</b>                      The word 'God' as a name.                      The nature of a question                      The meaning of the word 'know'.                      Awareness of the world around them through the senses                      Varying views about the existence of God                      Varying views about the reasons for suffering in the world, including awareness of different types of suffering                      Difference between knowledge, belief and opinion.                      The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.                      The work of one or two key philosophers such as Socrates, Plato or Aristotle.                      An example of a philosopher from the humanist tradition e.g John Stuart Mill.</p> <p><b>Logic:</b>                      The nature of a reason                      Use of the word 'because'                      Recognise a reason in a religious or belief text                      The nature of a philosophical question                      Debates about whether some things can be proven                      The nature of a coherent and reasoned argument                      Awareness of divergence of opinion                      Creation of balanced arguments</p> <p><b>Moral Philosophy:</b>                      Make links between belief and behaviour, particularly through the study of religious and belief narratives.                      How people make decisions e.g. impact of family and rules.                      For Humanists the importance of reason and empathy. Influences on moral decision making such as experience, family, history, culture or community (including religious communities).                      Introduction to ethical theory such as utilitarianism or hedonism.                      Making connections with theological understandings of right and wrong.                      Investigation of moral issues such as poverty and wealth, peace and conflict or justice and injustice.                      Importance of reason and empathy when making decisions. Consideration of consequences of action.</p>

Disciplinary Lens	Key Stage 1	Key Stage 2
<b>Human /Social Sciences:</b>		
<p><b>Thinking through living.</b> The human/social sciences enable pupils to grapple with questions about the lived and diversity reality of religion and belief in the world. 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, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote better understanding of the ways in which religions and beliefs 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><b>Humanism is not studied at KS1 at Horsford</b></p>	<p><b>Nature of Religion:</b> The use of the term ‘Humanist’ and what it means. The terms ‘non-religious worldview’. Different ways in which people understand the term ‘religion’ both within and outside of religious adherence. The nature of humanism as a philosophy, life stance of approach to life. <b>Practices and Expression:</b> <b>Ceremonies and Celebrations:</b> Naming ceremonies held by some humanists. Festivals celebrated as cultural traditions such as Christmas. The diverse ways in which Humanists mark key moments e.g. birth, weddings, funerals <b>Natural World:</b> The value of the natural world and feats of human creativity as places to enjoy and celebrate. <b>Individuals:</b> Meeting individual Humanists to ask them about their beliefs and practices. E.g. the local Humanist chaplain at the Norfolk and Norwich Hospital <b>Individual, community and society:</b> The role of ceremonies, such as naming and weddings to celebrate loving relationships. The impact of thinking about consequences of action and how others will feel when making decisions. The importance of the arts and sciences in celebrating human achievement. The importance of love and relationships in giving meaning to life and impacting on decisions that are made. Importance of cultural celebrations in bringing people together with shared human values. Impact of humanist beliefs on the way humans treat animal life and the environment.</p>

**Buddhism and Sikhism are not studied in depth at Horsford, although reference is made to both religions in some units. The following is taken from the 2019 Norfolk Agreed Syllabus and is included purely for reference and it is not expected that the whole content will be taught:**

### Buddhism

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

### Sikhism

	Key Stage 1	Key Stage 2
	Introduce:	Develop understanding of:
Theology: Asking questions theologians ask	The concepts of One God and equality. The life and teachings of Guru Nanak. The Guru Granth Sahib as a living Guru. The 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.
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.
Human/Social Sciences: Asking questions human and social scientists ask	Key vocabulary associated with the study of Sikhism. The gurdwara, langar and 5Ks The role of festivals and ceremonies such as Baisakhi and Amrit.	Key vocabulary and global diversity associated with the study of Sikhism, including term Sikhi. The diversity of practice including the Gurdwara, festivals and ceremonies such as Amrit. Symbolism including varying practice of wearing the 5Ks. Importance of values in the Sikh tradition. Global importance of Amritsar and the Golden Temple.

**Section 5 – Vocabulary:**

Religion/Worldview	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
General	Belief/believe, Know, Religion, Rules, Symbol	Ethical, Moral, Opinion, Philosopher, Suffering	Argument, Creed, Existence
Christianity	Creation, God, Jesus, Incarnation, Nativity, Salvation	Baptism, Messiah, Resurrection, Sacrifice, Sin, Trinity	Redemption,
Hinduism	Diwali	*Dharma, *Karma	Ahimsa, Atman, Brahma, Brahman, Diwali, Ganesha, Krishna, Mandira, Samsara, Supreme Reality, Trimurti
Islam	Eid, Islam	Allah, Five Pillars (Shahadah, Salah, Sawm, Zakah and Hajj), Khalifah, Mosque, Muhammad (pbuh), Prophet, Qu’ran, Ramadan, Shahadah, Tawhid, Wudu	N/A
Judaism	Bar Mitzvah, Bat Mitzvah, Dreidel, Jew, Judaism, Menorah, Mezuzah, Pesach, Shabbat, Star of David, Synagogue, Torah, Torah scroll, Yad	N/A	N/A
Humanism	N/A	*Agnosticism, *Atheism	Logic, Moral Philosophy, One Life, Rationalism

**Section 6 – Writing Opportunities:**

There will opportunity for writing in each unit and, where appropriate, the ‘express’ part of the five part enquiry can be shown in the following forms:

- extended answers to the ‘big question’
- presentations including scripts and speeches
- posters
- information texts including diagrams
- poetry
- descriptive writing
- stories containing the knowledge learned
- non-chronological reports

**Section 7 – Long Term Plan.**

Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
EYFS	Asking questions such as those on p.3 of this document, taken from p.17 of 2019 Norfolk Agreed Syllabus.				
KS1 Cycle 1	<p>What do my senses tell me about the world of religion? (Christianity, Judaism)</p> <p>Main Value – Responsibility (responsibility to use senses appropriately)</p>	<p>Why is light an important symbol? (Christianity, Judaism a little Hinduism)</p> <p>Main Value – Compassion (respect and show compassion to different religions)</p>	<p>What do Jewish people remember on Shabbat? (Judaism)</p> <p>Main Value – Compassion (respect and show compassion to different religions)</p>	<p>What questions do religious stories make us ask? Can we find any answers? (Christianity, Judaism)</p> <p>Main Value – Courage (children show courage to ask questions arising from religious stories)</p>	<p>How does a celebration bring a community together? (Christianity, a little Islam)</p> <p>Main Value – Responsibility (responsibility to explain what they have learnt)</p>
KS1 Cycle 2	<p>How do Christians belong to their faith family? (Christianity)</p> <p>Main Value – Compassion (respect and show compassion to different religions)</p>	<p>What does the Nativity Story teach Christians about Jesus? (Christianity)</p> <p>Main Value – Responsibility (responsibility to allow others to celebrate Christmas)</p>	<p>How do Jewish people celebrate Passover (Pesach)? (Judaism)</p> <p>Main Value – Compassion (respect and show compassion to different religions)</p>	<p>What does the Cross mean to Christians? (Christianity)</p> <p>Main Value – Courage (understanding how Jesus must have been courageous at the Crucifixion)</p>	<p>How did the universe come to be? (Christianity, Multi)</p> <p>Main Value – Compassion (appreciating different viewpoints)</p>

Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
LKS2 Cycle 1	<p>What is philosophy? How do people make moral decisions? (Christian, a little Humanism)</p> <p>Main Value – Courage (courage to defend viewpoints)</p>	<p>What do Christians learn from the Creation Story? (Christianity)</p> <p>Main Value – Responsibility (responsibility to care for the world)</p>	<p>Why do Christians call the day Jesus died ‘Good Friday’? (Christianity)</p> <p>Main Value – Compassion (following Jesus’ example of showing compassion to the other people being crucified)</p>	<p>How do religious groups contribute to society and culture? (Christianity, Hinduism)</p> <p>Main Value – Compassion (appreciating different religions’ viewpoints)</p>	<p>What is the Trinity? (Christianity)</p> <p>Main Value – Courage (in the same way that the Holy Spirit came at Pentecost and allowed Jesus’ disciples to spread the Gospel, this unit encourages children to be courageous when explaining their viewpoints)</p>
LKS2 Cycle 2	<p>What difference does being a Muslim make to daily life? (Islam)</p> <p>Main Value – Compassion (respect and show compassion to different religions)</p>	<p>What do we mean by truth? Is seeing believing? (Christianity, Multi)</p> <p>Main Value – Courage (courage to defend own viewpoints)</p>	<p>Why is there so much diversity of belief within Christianity? (Christianity)</p> <p>Main Value – Responsibility (responsibility to acknowledge differences in beliefs)</p>	<p>What do Muslims believe about God? (Islam)</p> <p>Main Value – Compassion (respect and show compassion to different religions)</p>	<p>What does sacrifice mean? (Multi)</p> <p>Main Value – Courage (courage to defend own viewpoints)</p>



Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
UKS2 Cycle 1	<p>Was Jesus the Messiah? (Christianity)</p> <p>Main Value – Responsibility (responsibility to appreciate different points of view)</p>	<p>What difference does being a Hindu make to daily life? (Hinduism)</p> <p>Main Value – Compassion (respect and show compassion to different religions)</p>	<p>What does it mean to be human? Is being happy the greatest purpose in life? (Christianity, Humanism)</p> <p>Main Value – Courage (courage to defend own viewpoints)</p>	<p>How do Hindus talk about God? (Hinduism)</p> <p>Main Value – Compassion (respect and show compassion to different religions)</p>	<p>Why is there suffering in the world? (Christianity, Buddhism)</p> <p>Main Value – Courage (courage to defend own viewpoints)</p>
UKS2 Cycle 2	<p>How has belief in Christianity/Islam impacted on music and art through history? (Christianity, Islam)</p> <p>Main Value – Compassion (appreciate different viewpoints and show an understanding of a range of ways to express a person's viewpoints)</p>	<p>Is believing in God reasonable? (Christianity, Multi, Humanism)</p> <p>Main Value – Courage (courage to defend own viewpoints)</p>	<p>What difference does the Resurrection make to Christians? (Christianity)</p> <p>Main Value – Responsibility (in the same way that Jesus' disciples shared the news of Jesus' Resurrection, the children share information about others in a responsible manner)</p>	<p>What is the Eucharist? Why is it an important part of worship for Christians? (Christianity)</p> <p>Main Value – Responsibility (responsibility to appreciate the way that Eucharist is important for many Christians)</p>	<p>Creation or science: conflicting or complementary? (Christianity, a little Humanism)</p> <p>Main Value – Courage (courage to defend own viewpoints)</p>

Theology	Philosophy	Human/Social Sciences
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## **Section 8 – Examples of ‘deeper thinking’ questions**

The following are examples of the types of questions that can be used to deepen children’s learning. They are not exhaustive and could be applied to different religions.

Why do you think...?

What conclusions can you draw about the way xxxx celebrate xxxx?

What evidence can you find that links Judaism and Christianity?

What is the relationship between Judaism and Islam?