

SUBJECT: RE (V2)

Our RE curriculum aims to develop an understanding of religion and worldviews that will prepare our children for a life in a changing world. We want our children to become religiously literate and free thinking whilst developing a respect for people and their views.

All children will have the opportunity to learn about a variety of religions and worldviews which will allow them to question their own views and beliefs. Through an enquiry based approach, as prescribed by the Norfolk Agreed Syllabus, the children will develop their core knowledge of religions. Pupils will be provided with opportunities in school that will help prepare them for the experiences and responsibilities of later life. Each religion will be explored through 3 common strands these are; theology, philosophy and human and social sciences, thus allowing the children to gain a broad and balanced view of each religion or worldview.

In the **Early Years** and **Key Stage 1** children will begin to explore religion and what this means to them and their community. They will visit places of worship in the local community as well as having the opportunity to learn about world views and religions that may be unfamiliar to them. They will explore the religions Christianity, Hinduism and Judaism as well as the worldview of Humanism. During these formative years the children will be taught to question and explore these beliefs and views in a safe and engaging environment.

In **Key Stage 2** the children will develop their knowledge of Christianity, Judaism and Humanism as well as learn about other religions such as Buddhism, Sikhism and Islam. They will continue to develop their religious literacy as well as their skills of questioning and research methods. Children in KS2 will also visit places of worship and meet people from different faiths or who have a different worldview. They will also explore how the perception of various religions or views may differ person to person and how they would challenge or accept these opinions.

Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
EYFS	Why is the word God so important to Christians? Christian	Why do Christians perform nativity plays at Christmas? Christian		Why do Christians put a cross in an Easter Garden? Christian	
Yr1	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	How does a celebration bring a community together? Muslim, Christian	What do Jewish people remember on Shabbat? Jewish	What does the cross mean to Christians? Christian	How did the universe come to be? Hindu, Christian
Yr2	Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish, Hindu	What does the nativity story teach Christians about Jesus? Christian	How do Christians belong to their faith family? Christian	How do Jewish people celebrate Passover (Pesach)? Jewish	Why do people have different views about the idea of God? Multi/Humanist
Yr3	How do people express commitment to a religion/ worldview in different ways? Hindu or Jewish/Sikh/	Christian What is the Trinity? Christian	What is philosophy? How do people make moral decisions? Christian/Humanist	What do _____ believe about God? Muslim	What difference does being a _____ make to daily life? Muslim
Yr4	Where do religious beliefs come from? Christian	What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth	How do/have religious groups contribute to society and culture? Hindu/Christian	Why is there so much diversity of belief within _____? Christian	Includes some theological aspects What does sacrifice mean? Multi/Humanist
Yr5	Is believing in God reasonable? Multi/Humanist	How has belief in _____ impacted on music and art through history? Christian/Muslim	What can we learn about the world/knowledge/ meaning of life from	What difference does the resurrection make to Christians? Christian	How do _____ make sense of the world? Hindu

			the great philosophers? Buddhist/Christian		
Yr6	How and why does religion bring peace and conflict? Multi	How do _____ explain the suffering in the world? Buddhist	What does it mean to be human? Is being happy the greatest purpose in life? Humanist/Christian	Creation or science: conflicting or complementary? Christian/Humanist	How do beliefs shape identity for _____? Muslim (prepare for KS3)

[Theology](#) [Philosophy](#) [Human/Social Sciences](#)

Link to Website: <https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/>

	<u>Skills</u>	<u>Knowledge</u>
N	<p>Religions Studied: Christianity/ Hinduism Festivals - Diwali/ Christmas/ Easter/ Holi</p> <p>Theology: Where beliefs come from:</p> <ul style="list-style-type: none"> • Begins to know some stories related to religious festivals and celebrations. <p>Philosophy: The nature of knowledge, meaning and existence:</p> <ul style="list-style-type: none"> • Can use their senses to explore the world around them. <p>How and whether things make sense:</p> <ul style="list-style-type: none"> • Can use some vocabulary related to religious festivals and celebrations. <p>Issues of right and wrong, good and bad:</p> <ul style="list-style-type: none"> • Can discuss examples of what is right and wrong. <p>Human/ Social Sciences: The diverse nature of religion:</p> <ul style="list-style-type: none"> • Begin to talk about different religious festivals and celebrations. 	<ul style="list-style-type: none"> • Begin to understand that people have different beliefs that are celebrated in a variety of ways. • Begins to notice similarities and differences between their own and others celebrations. • Experiences different religious festivals and celebrations.

(Impact) The RE Age Related Expectations we will cover and be assessed against:

The Age Related Expectations do not apply to EYFS and it is suggested assessment is made using the foundation stage profile areas of learning instead. The ELGs that can be used include:

- Communication and language development
- Personal, social and emotional development
- Literacy
- Understanding the world
- Expressive arts and design

Why is the word God so important to Christians?

(Implementation) Key information we will learn:

- ✓ God is the name Christians use for who they believe created the earth and universe.
- ✓ God is the creator of all things whether good or bad, he is a life giver.
- ✓ Christian's thank God for his creation and giving in a Harvest Festival.
- ✓ The ten commandments are an important part of Christian living and remind Christians they should honour God's name.

By the end of our learning we will

- ✓ The word God is a name
- ✓ Christians believe God is the creator of the universe
- ✓ Christians believe God made our wonderful world and we should look after it

God	Creator	Universe
World	Creation	Christian
Believe	Life	Steward
Harvest Festival	Honour	Help

Why do Christians perform Nativity plays at Christmas?

(Implementation) Key information we will learn:

- ✓ What the Bible says about Jesus – some of the stories about Jesus as an adult.
- ✓ The birth of Jesus is known as the nativity and it was an important event for Christians.
- ✓ The nativity is different around the world because of the cultural or historical influences on Christianity.
- ✓ Christmas is a celebration festival for Christians as it is Jesus's birthday.
- ✓ Jesus shows what God is like and all humans are made in 'God's image'.
- ✓ Every human is precious to God, known and loved by God.
- ✓ Jesus came as Emmanuel (God with us) and he wants his followers to be like him and show God's love to the world.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Christians believe God came to Earth in Human form as Jesus.
- ✓ Christians believe Jesus came to show that all people are precious and special to God.

God	Nativity	Bible
Festival	Celebration	Image
Emmanuel	Love	Christmas
Christian	Precious	Gift

	<div>Why do Christians put a cross in an Easter Garden?</div> <div>(Implementation) Key information we will learn:<ul style="list-style-type: none">✓ The events of Jesus last week on earth (Holy week).✓ Palm Sunday was when Jesus entered Jerusalem on a donkey and people called Hosanna to him.✓ Easter is a period of time longer than one day.✓ Easter is the most important event in the Christian calendar.✓ Easter is linked to forgiveness, love and sacrifice.</div> <div>(Impact) What we will aim to do at the end of our learning:<p>By the end of our learning we will</p><ul style="list-style-type: none">✓ Christians remember Jesus' last week at Easter.✓ Jesus' name means 'He saves'✓ Christians believe Jesus came to show God's love.✓ Christians try to show love to others.</div> <table><tr><td>God</td><td>Jesus</td><td>Easter</td><td>Forgiveness</td></tr><tr><td>Cross</td><td>Holy Week</td><td>Palm Sunday</td><td>Love</td></tr><tr><td>Hosanna</td><td>Good Friday</td><td>Sorry</td><td>Sacrifice</td></tr></table>	God	Jesus	Easter	Forgiveness	Cross	Holy Week	Palm Sunday	Love	Hosanna	Good Friday	Sorry	Sacrifice				
God	Jesus	Easter	Forgiveness														
Cross	Holy Week	Palm Sunday	Love														
Hosanna	Good Friday	Sorry	Sacrifice														
Y1	<div>What do my senses tell me about the world of religion and belief?</div> <div>(Impact) The RE Age Related Expectations we will cover and be assessed against:<p>Philosophy</p><ul style="list-style-type: none">• 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.• How and whether things make sense Give a simple reason using the word 'because' when talking about religion and belief• Issues of right and wrong, good and bad Using religious and belief stories to talk about how beliefs impact on how people behave</div> <div>(Impact) What we will aim to do at the end of our learning:<p>By the end of our learning we will</p><ul style="list-style-type: none">✓ Ask "I wonder ..." questions about the world around us.✓ Use our senses to investigate worship in different religious traditions.✓ Use our senses to justify a belief that they hold.</div>	<div>What do my senses tell me about the world of religion and belief?</div> <div>(Implementation) Key information we will learn:<ul style="list-style-type: none">✓ The five senses (see, hear, smell, touch, taste)✓ Worship practices, e.g. Hindu Puja✓ Visual art, e.g. Murti / Image of Hindu God✓ Artefacts, e.g. Art Lamp has five wicks one for each blessing✓ Smell – incense is used as part of Hindu worship at a shrine✓ Taste – food such as fruit is left at the shrine as an offering to the Gods</div> <table><tr><td>Because</td><td>Sense</td><td>Worship</td><td>Murti</td><td>Art Lamp</td></tr><tr><td>Belief</td><td>Reason</td><td>Religion</td><td>Hindu</td><td>Shrine</td></tr><tr><td>Kumkum powder</td><td></td><td>Prasad</td><td>Puja</td><td></td></tr></table>	Because	Sense	Worship	Murti	Art Lamp	Belief	Reason	Religion	Hindu	Shrine	Kumkum powder		Prasad	Puja	
Because	Sense	Worship	Murti	Art Lamp													
Belief	Reason	Religion	Hindu	Shrine													
Kumkum powder		Prasad	Puja														

How does a celebration bring a community together?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Social Human Sciences

- **The diverse nature of religion** Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews
- **The ways in which beliefs shape individual identity, and impact on communities and society and vice versa** Recognise that beliefs can have an impact on a believer's daily life, their family or local community.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Recognise the meanings of the term Christian and Muslim.
- ✓ Recognise practices associated with the festivals of (Christmas) and (Eid-ul-Fitr).
- ✓ Recognise ways in which a celebration can encourage a sense of belonging within a faith community.

What do Jews remember on Shabbat?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Theology

- **Where beliefs come from** Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.
- C, How beliefs relate to each other** Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.
- D. How beliefs shape the way believers see the world and each other** Give an example of how Jews use beliefs to guide their daily lives

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Retell the Jewish story of Creation.
- ✓ Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives.
- ✓ Recognise that the practice of Shabbat shows a strong relationship between Jews people and God.

What does the cross mean to Christians?

How does a celebration bring a community together?

(Implementation) Key information we will learn:

- ✓ How Christians celebrate Christmas/Easter.
- ✓ How Muslims celebrate (Eid-ul-Fitr and Eid-ul-Adha).
- ✓ How these festivals help to bring the religious communities together.

(Implementation) Key words I will use and need to know:

Celebration	Christian	Christmas	Community
Easter	Eid-ul-Adha	Eid-ul-Fitr	Festival Muslim
	Religion		

What do Jews remember on Shabbat?

(Implementation) Key information we will learn:

- ✓ The Jewish story of creation and relate it to observing Shabbat.
- ✓ Jews believe in one God and that He is the creator.
- ✓ Shabbat is celebrated as a weekly tradition for Jewish families.
- ✓ The symbolism of the key artefacts used during Shabbat:
 - o Candles – are lit before Shabbat to create peace in the home
 - o Challah Bread – a special plaited bread to show how Jews love Shabbat
 - o Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat
 - o Zemirot – the special songs sung at the table for Shabbat

(Implementation) Key words I will use and need to know:

Candles	Challah Bread	Creation
Jew	Jewish	Judaism Kiddush Cup
Menorah	Shabbat	Synagogue Zemirot

What does the cross mean to Christians?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Theology

- Where beliefs come from Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.
- C, How beliefs relate to each other Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.
- D. How beliefs shape the way believers see the world and each other Give an example of how Christians use beliefs to guide their daily lives

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- Give a clear, simple account of the Easter Story.
- Recognise that the Easter Story contains Christian beliefs about salvation.
- Recognise that the Easter Story is a source of hope for Christians.

How did the universe come to be?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Philosophy

- 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.
- How and whether things make sense Give a simple reason using the word 'because' when talking about religion and belief.
- Issues of right and wrong, good and bad Using religious and belief stories to talk about how beliefs impact on how people behave

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- Ask at least one question about the origin of the universe.
- Give a simple reason, using the word 'because', for the origin of the universe.
- Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories).
- Know that beliefs about the origin of the universe influence how individuals treat the world around them.

(Implementation) Key information we will learn:

- The Easter narrative in the Bible.
- Christians believe Jesus' died on a cross (crucifixion) to save people (salvation).
- Christians believe Jesus came back to life (resurrection).
- Christians believe Easter gives people hope of a new life, now and in the future.

(Implementation) Key words I will use and need to know:

Christian	Cross	Crucifixion	Jesus
Resurrection	Salvation		

How did the universe come to be?

(Implementation) Key information we will learn:

- The creation stories within Christian and Hindu traditions.
- Non-religious ideas about how the origin of the universe.
- Reasons why people look after the world.
- Examples of how people look after the world.

(Implementation) Key words I will use and need to know:

Brahma	Care	Christian	Creation
God	Hindu	Origin	Universe
Vishnu			

Why is light and important symbol?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

- Theology
- Where beliefs come from
- Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.
- Recognise different types of writing from within one text.
- D. How beliefs shape the way believers see the world and each other
- Give different examples of how _____ beliefs influence daily life

(Impact) What we will aim to do at the end of our learning:

- By the end of our learning we will
- Retell at least one narrative where light is an important symbol.
 - Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs.
 - Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives.

What does the nativity story teach Christians about Jesus?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

- Theology
- Where beliefs come from
- Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.
- Recognise different types of writing from within one text.
- C. How beliefs relate to each other
- Recognise that some beliefs connect together and begin to talk about these connections.
- D. How beliefs shape the way believers see the world and each other
- Give different examples of how _____ beliefs influence daily life

(Impact) What we will aim to do at the end of our learning:

- By the end of our learning we will
- Retell the Christmas story.
 - Recognise that Christians believe Jesus was sent by God to be him in the flesh.
 - Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
 - Recognise the connection between Christmas and Easter.

Why is light and important symbol?

- (Implementation) Key information we will learn:
- The Christian belief that Jesus is the Light of The World (John 8:12).
 - How the Diwali story reflects Hindu beliefs about good and evil.
 - How the Hanukkah story reflects Jewish beliefs about God as provider.
 - The symbolic meaning of lighting the Shabbat Candle.

(Implementation) Key words I will use and need to know:

Diwali	Hannukiah	Hanukkah
Menorah	Shabbat	Symbolism
Worship		

What does the nativity story teach Christians about Jesus?

- (Implementation) Key information we will learn:
- The Christian belief that God became human in Jesus.
 - The Nativity narratives are in the books of Luke and Matthew in the Bible.
 - How incarnation and salvation relate to one another for Christians.
 - Jesus is an important and historical figure to Christians.
 - Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving.

(Implementation) Key words I will use and need to know:

Advent	Christmas	Incarnation	Jesus
Nativity	Salvation	Son Of God	Thankfulness

How do Christians belong to their faith family?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Social Human Sciences

- **The diverse nature of religion**
Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
- **Diverse ways in which people practice and express beliefs**
Identify evidence of religion and belief especially in the local area.
- **The ways in which beliefs shape individual identity, and impact on communities and society and vice versa**
Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Identify how Christians beliefs impact on their worship and sense of belonging.
- ✓ Identify some Christians symbols and artefacts.
- ✓ Identify different ways in which Christians show they belong to their faith family.
- ✓ Recognise that some people call themselves Christians.

How do Jews celebrate Passover (Pesach)?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Social Human Sciences

- **The diverse nature of religion**
Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
- **Diverse ways in which people practice and express beliefs**
Identify evidence of religion and belief especially in the local area.
- **The ways in which beliefs shape individual identity, and impact on communities and society and vice versa**
Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Recognise that Passover (Pesach) is a Jewish festival.
- ✓ Identify ways in which Passover can have an impact on Jewish daily life and family.
- ✓ Identify evidence of religion and belief especially in the local area (through visit to Synagogue/Visiting Jew).

How do Christians belong to their faith family?

(Implementation) Key information we will learn:

- ✓ The importance of worshipping together on a Sunday.
- ✓ How First Communion, Christenings and Baptisms show Christians belong to their faith family.
- ✓ How artefacts (font/christening candles/chalice and paten) are used to show Christians belong to their faith family.
- ✓ How artefacts (prayer/hymn book) are used to show Christians belong to their faith family through worship.
- ✓ The use of light and water in both infant and adult baptism/christening.
- ✓ The different symbols (cross/fish) that show belonging.
- ✓ The church as a group of people/faith family not only a building.
- ✓ How using the name Christian means they belong to their faith family.

(Implementation) Key words I will use and need to know:

Baptism	Belong	Belonging	Chalice	Christening
Communion	Faith	Font	Paten	Worship

How do Jews celebrate Passover (Pesach)?

(Implementation) Key information we will learn:

- ✓ What is the Seder Meal.
- ✓ The story of the Passover in the context of Exodus.
- ✓ Symbolism of each part of the Seder plate (bitter herbs, Charoset, Karpas, Zeroah, Beitzah and Three Matzot)
- ✓ Jewish family traditions related to Passover.
- ✓ The importance of Moses within Judaism.

(Implementation) Key words I will use and need to know:

Matzah bread	Moses	Passover	Pesach
Seder plate			

	<div>Why do people have different views about the ideas of God?</div> <div><div>(Impact) The RE Age Related Expectations we will cover and be assessed against:</div><div>Philosophy<ul style="list-style-type: none">The Nature of knowledge, meaning and existenceTalk about the questions a story or practice from a religion or worldview might make them ask about the world around them</div><div>Talk about what people mean when they say they ‘know’ something.</div><div><ul style="list-style-type: none">How and whether things make senseGive a reason to say why someone might hold a particular belief using the word ‘because’</div></div> <div><div>(Impact) What we will aim to do at the end of our learning:</div><div>By the end of our learning we will<ul style="list-style-type: none">✓ To give a reason why a member of at least one religious community might believe in God.✓ To give a reason why a person might not believe in God.✓ To give an example of what a member of a religious community might believe about God.✓ Make connections between people’s beliefs of right and wrong and their belief about God.</div></div>	<div>Why do people have different views about the ideas of God?</div> <div><div>(Implementation) Key information we will learn:</div><div><ul style="list-style-type: none">✓ The word ‘God’ is a name.✓ The key beliefs about God from at least two different religions/worldviews.✓ How a person’s behaviour is connected to their view of God.✓ Two different stories/narratives that illustrate beliefs about God.</div></div> <div><div>(Implementation) Key words I will use and need to know:</div><div><table><tr><td>Agnostic</td><td>Allah</td><td>Atheist</td><td>Brahman</td></tr><tr><td>God</td><td>Humanist</td><td>Theist</td><td></td></tr></table></div></div>	Agnostic	Allah	Atheist	Brahman	God	Humanist	Theist									
Agnostic	Allah	Atheist	Brahman															
God	Humanist	Theist																
Y3	<div>How do people express commitment to a religion/worldview in different ways?</div> <div><div>(Impact) The RE Age Related Expectations we will cover and be assessed against:</div><div>Human and Social Sciences<ul style="list-style-type: none">The diverse nature of religion Identify some of the ways people use the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews.Diverse ways in which people practice and express beliefs Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society.</div></div> <div><div>(Impact) What we will aim to do at the end of our learning:</div><div>By the end of our learning we will:<ul style="list-style-type: none">✓ Identify a range of ways in which religious belief can impact daily life.✓ Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism.✓ Identify some similarities and differences in how people practise and express beliefs about commitment.</div></div>	<div>How do people express commitment to a religion/worldview in different ways?</div> <div><div>(Implementation) Key information we will learn:</div><div><ul style="list-style-type: none">✓ The importance of rites of passage in terms of religious identity.✓ The role of baptism (infant and adult) in shaping religious identity in the Christian community.✓ The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.✓ The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.</div></div> <div><div><table><tr><td>Belonging</td><td>Commitment</td><td>Faith</td><td>Rite of passage</td></tr><tr><td>Christianity</td><td>Judaism</td><td></td><td>Sikhism</td></tr><tr><td>Baptism</td><td>Bar Mitzvah</td><td></td><td>Amrit</td></tr><tr><td></td><td>Bat Mitzvah</td><td></td><td></td></tr></table></div></div>	Belonging	Commitment	Faith	Rite of passage	Christianity	Judaism		Sikhism	Baptism	Bar Mitzvah		Amrit		Bat Mitzvah		
Belonging	Commitment	Faith	Rite of passage															
Christianity	Judaism		Sikhism															
Baptism	Bar Mitzvah		Amrit															
	Bat Mitzvah																	

What is the Trinity?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Theology

- **Where beliefs come from** Show awareness of different sources of authority and how they link with beliefs.
- **Where beliefs come from** Identify different types of writing and give an example of how a believer might interpret a source of authority
- **How beliefs relate to each other** Identify some links between beliefs being studied within a religion or worldview.
- **How beliefs shape the way believers see the world and each other** Recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Show awareness of the Biblical origins of Christian teachings of the Trinity.
- ✓ Identify different types/genres of writing within the Bible.
- ✓ Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature).
- ✓ Identify how Christian baptism uses and expresses the doctrine of Trinity.
- ✓ Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world.

What is philosophy? How do people make moral decisions?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Philosophy

- **The Nature of knowledge, meaning and existence** Talk about the difference between knowing and believing.
- **How and whether things make sense** Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.
- **Issues of right and wrong, good and bad** Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Talk about the difference between knowing and believing.
- ✓ Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.
- ✓ Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.

What is the Trinity?

(Implementation) Key information we will learn:

- ✓ God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).
- ✓ Jesus: As God incarnate, also known as the Son of God.
- ✓ Incarnation: Jesus as one of the three persons of the Trinity.
- ✓ Holy Spirit: God as spiritually active in the world.

Baptism	Father	Son	Holy Spirit
Gospel	Incarnation	Salvation	Trinity
Monotheistic	God	Symbol	

What is philosophy? How do people make moral decisions?

(Implementation) Key information we will learn:

- ✓ Difference between knowledge, belief and opinion.
- ✓ The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.
- ✓ The nature of a philosophical question.
- ✓ Awareness of variant perspectives about whether some things can be proven.
- ✓ The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).
- ✓ Utilitarianism or Hedonism as a way of making moral decisions.

(Implementation) Key words I will use and need to know:

Humanism	Morality	Philosophy	Theoretical
Logical	Belief	Knowing	Moral
Wisdom	Behaviour	Rules	Questions

What do Muslims believe about God?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Theology

- **Where beliefs come from** Show awareness of different sources of authority and how they link with beliefs.
- **Where beliefs come from** Identify different types of writing and give an example of how a believer might interpret a source of authority
- **How beliefs relate to each other** Identify some links between beliefs being studied within a religion or worldview.
- **How beliefs shape the way believers see the world and each other** Recognise ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation.
- ✓ Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God.
- ✓ Begin to understand this in the context of the three Abrahamic religions.
- ✓ Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.
- ✓ Recognise that there are many different answers to the question, 'What is God like?'

What difference does being a Muslim make to daily life?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Human and Social Sciences

- **The diverse nature of religion** Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
- **Diverse ways in which people practice and express beliefs** Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.
- **The ways in which beliefs shape individual identity, and impact on communities and society and vice versa** Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Identify how a person's beliefs and actions align them with the religion of Islam.
- ✓ Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society.
- ✓ Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.

What do Muslims believe about God?

(Implementation) Key information we will learn:

- ✓ The concept of Tawhid.
- ✓ The impact of Tawhid on Muslims.
- ✓ The impact of The Qur'an containing the actual words of God.
- ✓ How the existence of God is explained in Muslim teachings.
- ✓ How the Muslim view of deity differs from that of other religions.

Allah	Muhammad (pbuh)	Prophet
Muslim	Qur'an	Shahadah
Recitation	Revelation	Tawhid

What difference does being a Muslim make to daily life?

(Implementation) Key information we will learn:

- ✓ Awareness of the diverse nature of Islam locally, nationally and globally.
- ✓ Masjid or mosque 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.
- ✓ Awareness of the two main Muslims traditions: Sunni and Shia.
- ✓ Awareness of diversity of expression, particularly in relation to the pictorial presentations.
- ✓ Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj.

Five Pillars	Shahadah (declaration of faith)			
Mosque	Salah (praying five times a day)			
	Zakat (giving to charity)			
	Sawm (fasting during the month of Ramadan)			
	Hajj (pilgrimage to Mecca)			
	Muslim	Shi'a	Sunni	

Where do Christian religious beliefs come from?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

- Theology
- Where beliefs come from Identify different sources of authority and how they link with beliefs.
- Give examples of different writings and different ways in believers interpret sources of authority.
- How beliefs shape the way believers see the world and each other Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.

(Impact) What we will aim to do at the end of our learning:

- By the end of our learning we will
- Identify the Bible as a source of authority for Christians.
 - Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs.
 - Identify the crucifixion of Jesus as an event which has shaped Christian belief.
 - Describe how individuals, communities, society and experiences can shape beliefs.

What do we mean by truth? Is seeing believing?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

- Philosophy
- The Nature of knowledge, meaning and existence 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.
- How and whether things make sense Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.
 - Issues of right and wrong, good and bad Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.

Where do Christian religious beliefs come from?

- (Implementation) Key information we will learn:
- God: 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.
 - Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law.
 - Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.
 - Christian belief that humans are made in God’s image but became sinful and need saving.
 - Textual theology: consideration of genre, author, context and audience in relation to the Bible.

Bible	Commandments	Testament
Messiah	Incarnation	Sacrifice
Sources of Authority		Prophecy

What do we mean by truth? Is seeing believing?

- (Implementation) Key information we will learn:
- At least three views about the nature and existence of God e.g. God as love, God as Father, God as light, God as creator (see supplementary ideas)
 - The difference between knowledge, belief and opinion.
 - The complex nature of concepts such as truth and reality.
 - Debates about whether something can be proven.
 - Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things.
 - Use of the term Waheguru and other titles used for God.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.
- ✓ Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof.
- ✓ Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.

How do religious groups contribute to society and culture in the local area and beyond?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Human and Social Sciences

- **The diverse nature of religion** Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
- **Diverse ways in which people practice and express beliefs** 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.
- **The ways in which beliefs shape individual identity, and impact on communities and society and vice versa** Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will:

- ✓ Describe ways in which the Christian beliefs in God’s compassion for the poor and the value of all people as equal in God’s sight impact on and influence individual lives, communities and society.
- ✓ Describe ways in which dharma impacts on and influences Hindu life and society.
- ✓ Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism.
- ✓ Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.

Axiom	Proof	
Burden of proof	Supreme Truth	Reality
Evidence	Truth	Waheguru
Ik Onkar	Ultimate reality	

How do religious groups contribute to society and culture in the local area and beyond?

(Implementation) Key information we will learn:

- ✓ Christian teachings about compassion and care for the most vulnerable in society e.g. Agape, “Love your neighbour ...”
- ✓ Hindu teachings about compassion and care for the most vulnerable in society e.g. seva (to serve selflessly), following dharma (duty).
- ✓ The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell.
- ✓ The role of the Hindu community in charity work as an expression of dharma e.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.
- ✓ The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi

Christian	Compassion	Contribution
Hindu	Dharma	Impact
Seva	Society	

Why is there so much diversity of belief within Christianity?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Human and Social Sciences

- **The diverse nature of religion** Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
- **Diverse ways in which people practice and express beliefs** 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.

Theology

B. How beliefs change over time

Identify events in history and society, which have influenced some religious and non-religious worldviews.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will:

- ✓ Describe the difference between the terms 'religion' and 'belief'.
- ✓ Describe some of the varying ways in which Christianity is practised locally, nationally and globally.
- ✓ Identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation.

What does sacrifice mean?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Philosophy

- **The Nature of knowledge, meaning and existence** Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.
- **How and whether things make sense** Give reasons for more than one point of view, providing pieces of evidence to support these views.

Theology

- **How beliefs shape the way believers see the world and each other** 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.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will:

- ✓ Describe different philosophical and theological answers to questions about sacrifice
- ✓ Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world
- ✓ Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims
- ✓ Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.

Why is there so much diversity of belief within Christianity?

(Implementation) Key information we will learn:

- ✓ Understand the Church as a global community of Christian believers.
- ✓ Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.
- ✓ Describe different expressions of Christian worship including for example the Eucharist and pilgrimage.
- ✓ 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.
- ✓ Identify a key event which influenced Christianity e.g. Martin Luther and the Reformation

Christianity	Belief	Denomination
Practise	Reformation	Religion
Worship	Society	

What does sacrifice mean?

(Implementation) Key information we will learn:

- ✓ At least one interpretation of the term 'sacrifice'
- ✓ The Fourth Pillar of Islam and the place of self-sacrifice in Islam
- ✓ Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins.
- ✓ Humanist views on altruism and charity, considering the reasoned approach to these.

Altruism	Humanist	Commitment
Self-Sacrifice	Sacrifice	Ultimate Sacrifice
Christian	Muslim	

Is believing in God reasonable?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

- Philosophy
- The Nature of knowledge, meaning and existence 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.
- How and whether things make sense 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.

(Impact) What we will aim to do at the end of our learning:

- By the end of our learning we will:
- ✓ Explain different philosophical and theological answers to questions about a belief in God.
 - ✓ Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God e.g. Pascal’s Wager and Humanism as a philosophical stance.
 - ✓ 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 to support or oppose the existence of God.

How has belief in Christianity/Islam impacted on music and art throughout history?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

- Human and Social Sciences
- The diverse nature of religion Show awareness that talking about religion and belief can be complex.
 - The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

(Impact) The RE Age Related Expectations we will cover and be assessed against:

- Philosophy
- The Nature of knowledge, meaning and existence In verbal and written work explain why people including philosophers have different ways of understanding the concept of justice. E.g. using class discussion where they might try and define a concept
 - How and whether things make sense Use different pieces of evidence they have explored to form a conclusion about whether they believe in God or not.
 - Issues of right and wrong, good and bad Explain a range of answers to the question ‘is it possible for something to always be right?’ showing that there are many different opinions about this.

Is believing in God reasonable?

(Implementation) Key information we will learn:

- ✓ Definitions of belief: Atheist, Agnostic, Theist.
- ✓ Pascal’s Wager, as an example of a philosophical explanation.
- ✓ Humanism, as an example of a philosophical stance.
- ✓ How to explain, using a range of reasons, whether a position or argument is coherent and logical. Use philosophical vocabulary e.g. knowing, truth, proof, reality, fact, opinion.
- ✓ How to form a coherent argument to support or oppose the existence of God.

Humanist	Christian	Atheist
Agnostic	Faith	Theist
Reason	Evidence	

How has belief in Christianity/Islam impacted on music and art throughout history?

(Implementation) Key information we will learn:

- ✓ Explain divergent role of music in worship in the history of the Christian Church.
- ✓ Explain how art has been used in Christianity to reflect key events and facilitate worship.
- ✓ Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.
- ✓ Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.

Aniconism	Architecture	Church	Expression
Hadith	Hymn	Iconoclasm	
Mosque	Prophet	Symbolic	

What can we learn about the world/ knowledge/ meaning of life from the great philosophers?

What can we learn about the world/ knowledge/ meaning of life from the great philosophers?

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.
- ✓ Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.
- ✓ Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.
- ✓ Understand the relationship between the concept of a corporeal and incorporeal world.

What difference does the resurrection make to Christians?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Theology

- **Where beliefs come from** Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.
- **How beliefs relate to each other** Describe the connections between different beliefs being studied and link them to sources of authority.
- **How beliefs shape the way believers see the world and each other** Describe ways in which beliefs shape the way Christians view the world in which they live and how they view others.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will:

- ✓ Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.
- ✓ Describe the connections between sacrifice in the OT and NT and the link to Jesus as the ultimate sacrifice.
- ✓ Describe the significance of resurrection and how it shapes how Christians see the world and others.
- ✓ Describe how the resurrection effects how Christians might live their lives.

(Implementation) Key information we will learn:

- ✓ The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.
- ✓ The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.
- ✓ The work of one or two key philosophers such as Socrates/Plato and Descartes.
- ✓ Consideration of consequences of action in relation to karma.

Corporeal	Karma	Reincarnation
Eternal	Philosophers	Soul
Incorporeal	Philosophy	Self

What difference does the resurrection make to Christians?

(Implementation) Key information we will learn:

- ✓ Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.
- ✓ Salvation: 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).
- ✓ Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus .
- ✓ Festivals: the diverse ways in which people celebrate festivals such as Easter.

Crucifixion	Easter Sunday	Eternal life	
Forgiveness	Good Friday	Gospel	
Redemption	Resurrection	Sacrifice	Salvation

What do Hindus Believe? How do they express their faith?

(Impact) The RE Age Related Expectations we will cover and be assessed against: Human/Social Sciences

- **The diverse nature of religion**
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.
- **Diverse ways in which people practice and express beliefs**
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
- **The ways in which beliefs shape individual identity, and impact on communities and society and vice versa**
Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Describe different sources of authority and how they link with beliefs.
- ✓ Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.
- ✓ Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.
- ✓ Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.
- ✓ Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

What do Hindus Believe? How do they express their faith?

(Implementation) Key information we will learn:

- ✓ Hindus believe in in a God with many faces Brahma.
- ✓ Hindus believe truth is eternal.
- ✓ Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues.
- ✓ Karma – how Hindus act for others and themselves.
- ✓ Murti –an image, statue of the divine and seen as a deity.
- ✓ Samsara – the cycle of birth, death and rebirth
- ✓ Moksha – is when the soul passes through many lives.
- ✓ Hindus worship in a Mandir, where they make offerings to a murti, which is a statue of God or a goddess. Hindu temples are dedicated to different gods and goddesses.
- ✓ Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.

Hindu	Hinduism	Religion	World View	Faith
Brahma	Mandir	Temple	God	Goddess
Dharma	Ahimsa	Karma	Murti	Samsara
Moksha	Worship	Ritual	Sacred	India

How and why does religion bring peace and conflict?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Social Human Sciences

- The diverse nature of religion
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.
- C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa
Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

(Impact) What we will aim to do at the end of our learning:

- By the end of our learning we will
- Recognise the controversial nature of this topic, explaining divergent views relating to it.
 - Explain what at least two religions believe about peace and conflict.
 - Analyse the relationship between peace and pacifism.
 - Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine.

How do Buddhists explain suffering in the world?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Theology

- C. How beliefs relate to each other
Explain connections different beliefs being studied and link them to sources of authority using theological terms
Explain the key theological similarities and differences between and within religions and worldviews
- D. How beliefs shape the way believers see the world and each other
Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others

(Impact) What we will aim to do at the end of our learning:

- By the end of our learning we will
- Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.
 - Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.
 - Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.
 - Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

How and why does religion bring peace and conflict?

(Implementation) Key information we will learn:

- The story of David and Goliath
- Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict
- Interpretations lead to beliefs about how to behave
- It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few
- 'Holy' wars are justified by religions
- Lots of wars are started because of non-religious causes
- Many people see war to be a last resort and seek peace

Ahimsa	Christianity	Conflict	Harb al-Muqadis
Hinduism	Islam	Pacifism	Peace
Self-defence	Just War Theory	Violence	Justice
Bible	Qu'ran	Jihad	Islamophobia
'Holy' war			

How do Buddhists explain suffering in the world?

(Implementation) Key information we will learn:

- The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts.
- The use of Jakata Tales as a source of moral guidance.
- The different views about the nature of knowledge, meaning and existence.
- Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.

Buddha	Deities	Dukka	Eightfold	Path
Five	Precepts	Karma	Magga	Nirodha
Nirvana	Reincarnation	Samsara	Samudaya	

What does it mean to be Human? Is the being happy the greatest purpose in life?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Philosophy

- **The Nature of knowledge, meaning and existence** 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.
- **How and whether things make sense** 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
- **Issues of right and wrong, good and bad** Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher.
- ✓ Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life.
- ✓ Use well-chosen pieces of evidence to support and counter a particular argument.

Creation and science: conflicting or complementary?

What does it mean to be Human? Is the being happy the greatest purpose in life?

(Implementation) Key information we will learn:

- ✓ St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin.
- ✓ Theological understandings of right and wrong.
- ✓ Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering.
- ✓ Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.
- ✓ What is Utilitarianism? And how does this relate to making moral decisions.

Hedonic Calculus	Platonic	Utilitarianism
Hedonism	Reason	Saint
Humanist	Soul	Purpose

Creation and science: conflicting or complementary?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Theology

A. Where beliefs come from

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.

C. How beliefs relate to each other

Explain connections different beliefs being studied and link them to sources of authority using theological terms

Explain the key theological similarities and differences between and within religions and worldviews

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

Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation.
- ✓ Explain the connections and divergence between different theories, and how they may fit together or disagree entirely.
- ✓ Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.

How do beliefs shape identity for Muslims?

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Social/ Human Sciences

B. Diverse ways in which people practice and express beliefs

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.

C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa

Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

(Impact) What we will aim to do at the end of our learning:

- ✓ 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.
- ✓ Explain connections different beliefs being studied and link them to sources of authority using theological terms.
- ✓ Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.
- ✓ Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

(Implementation) Key information we will learn:

- ✓ Creation: Christian belief that humans are made in God's image, by God.
- ✓ Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations.
- ✓ Scientific Theory: The Big Bang Theory.
- ✓ Textual theology: consideration of the genre of Genesis.
- ✓ Logic: debates about whether some things can be proven.

Big Bang	Theory	Cosmology
Creation theory	Evidence	Evolution
Genesis		

How do beliefs shape identity for Muslims?

(Implementation) Key knowledge we will learn:

- The ways in which the Qur'an and Hadith form a source of authority.
- Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).
- Muslim perspectives on moral issues including the idea of 'intention'.
- The role of the Masjid (mosque).
- The significance and impact of Five Pillars of Islam.
- The importance of Ramadan, the two Eid festivals and Jummah Prayers.

Eid	Hadith	Hadjira	Jummah	Prayer
Mecca	Medina	Qu'ran	Ramadan	Shia
Sufi	Sunni	The Prophet Muhammad		Mosque
IslamMuslim		Shahadah	Salat	Zakat
Sawm	Hajj	Eid	Jummah	Iman