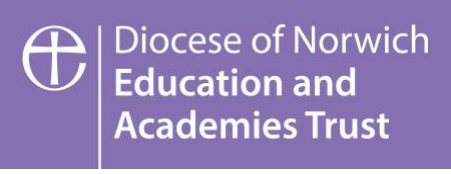




RE Rolling Curriculum Map (2021) Hope Federation CofE Primary Academies.



WELCOME TO HOPE FEDERATION RE ROLLING CURRICULUM MAP

This curriculum has been designed to support the planning and teaching of RE to enable children to flourish through the fields of life.

Intent

At Hope Federation we believe in developing children's religious literacy. This means that children will have the ability to hold balanced and well-informed conversations about religion and worldviews. They will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live.

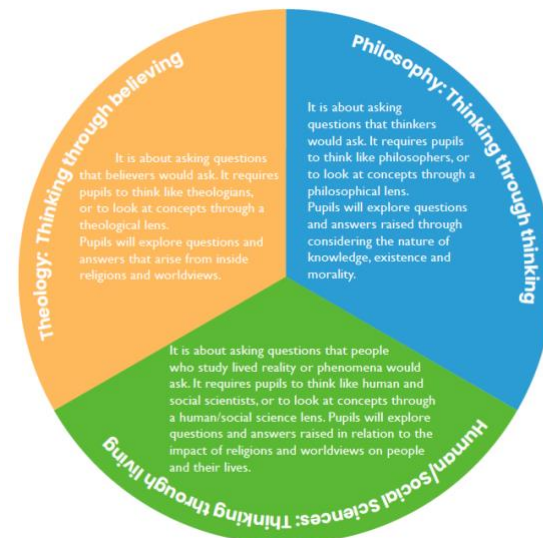
In line with the current Norfolk Agreed Syllabus for Religious Education (2019), Religious Education will be delivered in school to meet the agreed syllabus aims by:

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multi-disciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

At Hope Federation, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral, social and cultural development.

Implementation

RE is taught as a multi-disciplinary subject allowing for children to view different ideas and religions 'through a particular lens'. These disciplines include theology, philosophy and the human/social sciences which are re-contextualised through the context of the school, teacher and pupil.

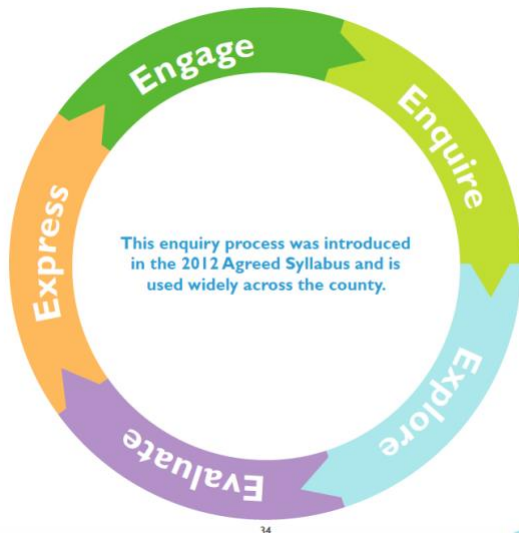


Effective RE will balance these three disciplinary lenses in order for pupils to become more religiously literate.



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An animation explaining these three disciplines is available to view here:
<https://www.youtube.com/watch?v=6NTW2bsFTLY&feature=youtu.be>



RE lessons are taught by a weekly topic block for each half term or term, planned by the teacher which is based on a Big Question. These lessons are planned and delivered using the enquiry-based approach which includes 5 stages:

- Engage
- Enquire
- Explore
- Evaluate
- Express

Through this enquiry-based approach children can expect:

- an appropriate level of challenge is provided for all pupils
- all pupils know they can achieve and there is an expectation of success
- the learning is set in a real and authentic context, with a clear purpose, learning and relevance
- a safe environment is created where all pupils are valued, so they can confidently agree to disagree and express themselves freely

- pupils have a sense of ownership over what is being learned and how they are learning it
- there is a clear learning journey and identifiable outcomes
- there is space and time for reflection
- assessment for learning is at the heart of teacher planning

Work is recorded in whole class RE books and can be evidenced against the Age Related Expectations for RE through written piece, artwork, photos etc.

Impact

At Hope federation, we seek to ensure that all pupils in our schools are educated to develop spiritually, academically, emotionally and morally enabling children to have developed religious literacy. Thus, enabling them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. As a result, children have developed a mutual respect for and tolerance of those of different faiths and beliefs and for those without faith.

Regular collective worship and celebrations of work taught and learnt during the RE week will help to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history.



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Within this document you will find the units of RE for each of the key stages. Each unit has the Big Question, Concepts, Key Principle, World Views and Non- World View Focus, Operational Questions, Links to the Age-Related Expectations (ARE), Links to the Norfolk Agreed Syllabus units, Planning and Resources and Ideas for visits.

Each unit starts with the Big Question, which is linked to different world views and non- world views and key principles (Theology, Philosophy and Human/Social Sciences).

The operational questions are a starting point for the teacher for the enquiry part of the planning cycle. The children may ask other 'little' questions linked to the big question. These will and can be used to direct the journey of lessons and unit of work.

Each unit has been linked with the key principle set of AREs. These can be found in the appendix. Please note even though the units have a key principle, there may be links to the other two key principles. Teachers should use the AREs to help inform their planning.

Where units link to the Norfolk Agreed Syllabus exemplar curriculum map, these have been plotted within the curriculum and provide useful starting point for planning. Please be aware the Norfolk Agreed Syllabus units' big question may not completely match our big questions.

The final sections of the curriculum map; Planning/Resources and Visits have been provided to support teachers with planning and resourcing. As this is also a working document there may not always be a resource or plan to use within the units. If you find useful planning or resources, please let Rachel Felton know so that the curriculum map can be updated.

Again, the ideas/example of planning are good starting points, but teachers should adapt this accordingly to meet the needs of the children in their class.

Finally, to share best practice, ideas, planning and resources, there is a shared folder on google drive which contains a variety of resources and planning that teachers may like to use. We also encourage teachers to share their planning, resources and ideas with teachers across the federation, by placing them in the correct folder within the shared folder. The Norfolk Agreed Syllabus exemplar units have also been placed within the different folders.

To explore and access the Hope Federation RE Folder, please click on the link below:

<https://drive.google.com/drive/folders/1WRpwLT1BdpG9XdFusaD9rmjVKhvFG6HF?usp=sharing>



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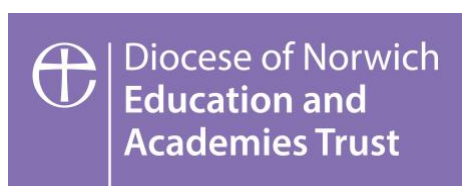
We will have RE days over the years. Here are some possible ideas: Saints, RE in art, Crosses, Spirituality, Humanism- Meaning and Happiness, Philosophy, Christmas, Easter.

For one form entry Reception classes, children will be immersed in RE through their day to day learning and children's interests. With a focus on Christianity (the bible, church, Jesus etc) and celebrations/festivals (Christmas, Diwali, Chinese New Year, Weddings, Christenings, etc) Godly play- any of the parables, the holy family, Faces of Easter, Holy Baptism, Creation, The Flood and the Ark. Understanding Christianity units can be used. Also the 'Growing Foundations' resources can be used to teach and support RE.

Please use the three units for Understanding Christianity starting with Creation (God) (Autumn term), Incarnation (around Christmas) and Salvation (around Easter).



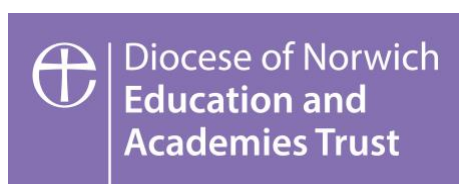
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Key Stage 1- Year A					
	Big Question: How did the world come to be?	Big Question: Why is light an important symbol for Christians, Jews and Hindus?	Big Question: How do Jewish people celebrate Passover?	Big Question: What do my senses tell me about the world of Religion and belief?	Big Question: What do Jews remember on Shabbat?
Concept	Creation	Symbolism, light, good vs evil	Covenant (promise)	Reasoning, Religion, belief	Covenant (promise)
Key Disciplines	Philosophy focus	Theology focus	Human/Social sciences focus	Philosophy focus	Theology focus
World Views and Non- World View Focus	Christianity/Hinduism Focus	Christianity/Hinduism/Judaism Focus	Judaism Focus	Christianity/Hinduism/Judaism Focus	Judaism Focus
Operational Questions	Who made the world? How was the world made? How long did it take to make the world? Who is the world important to? Who do we need to say thank you to? Does the story make sense? What happens if God didn't make the? What does the story tell Christians about God/Creation/the world? Why should Christians/Hindus care for the world? Compare the Christian and the Hindu versions.	What is light and when is it used? When to Christians/Jews/Hindus use light and why? What is the meaning of light in Divali, Hannukah and advent? Why is Jesus known as the light of the world? When did God give light? (creation/Jesus) What do we mean by good? What do we mean by evil? Is light a useful symbol for 'goodness'? Is light thought of in the same way by Christians/Jews/Hindus?	When do you share special meals with your family and why? What is your favourite meal? What is Passover (story)? What happens at Passover? How do they celebrate Passover? Why do Jews celebrate Passover? What do they remember at Passover? Look at the story of Moses. How do different Jewish people celebrate Shabbat?	What are the five senses? What parts of the body do they use? What do our sense tell us? Do we need all our senses to help us make sense of the world around us? What do the sense of tell us when we investigate [artefact/place of worship/ act of worship]? Using your senses, what do you like about artefact/place of worship/ act of worship]? Or don't like? Why? What do these artefact/place of worship/ act of worship tell you about religion/belief? How do you know?	What do we remember? Why? What is a Jew? Do their wear different clothes? Why do they have Shabbat? What is Shabbat? Where does it happen? What does it mean? (promise) How do Jews talk to God? When do they talk to God? Why do some Jewish men and women cover their heads when they pray? Do all Jews celebrate Shabbat in the same way?
ARE (Please refer to the appendixes for more details)	Ph. Yr1- A.1, C Ph. Yr2- A.1, A.2,	Th. Yr1- A, D Th. Yr2- A.1, A.2, D	H/S Sc. Yr1- A, B, C H/S Sc. Yr2- A, C	Ph. Yr1- A.1 A.2, B, C Ph. Yr2- A.1 A.2, B,	Th. Yr1- C Th. Yr2- A.1, A.2, C
Links to Norfolk Agreed	How did the Universe come to be? (Yr1)	Why is light an important symbol for Christians, Jews and Hindus? (Yr2)	How do Jews people celebrate Passover? (Yr2)	What do my senses tell me about the world of Religion and belief? (Yr1)	What do Jews people remember on Shabbat? (Yr1)



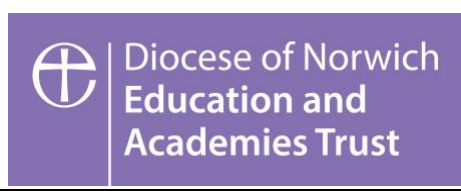
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Syllabus units					
Planning/ Resources	<p>Planning: Understanding Christianity- Creation unit.</p> <p>Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year1 Enquiry 5</p>	<p>Planning:</p> <p>Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year2 Enquiry 1</p>	<p>Planning: Planning on Diocesan website. https://www.dioceseofnorwich.org/app/uploads/2019/08/Judaism_Unit_1.pdf</p> <p>Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year 2 Enquiry 4</p>	<p>Planning: https://api.warwickshire.gov.uk/documents/WCCC-982-36</p> <p>Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year1 Enquiry 1</p>	<p>Planning: How and why do Jews celebrate Shabbat? On Diocesan website. https://www.dioceseofnorwich.org/app/uploads/2019/08/Judaism_Unit_2_Shabbat.pdf</p> <p>Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year1 Enquiry 3</p>
	<p>Resources: Godly Play: Creation Look Hindu creation story https://www.philosophy-foundation.org/episode-2-who-owns-the-sky</p>	<p>Resources: Godly Play: The Holy Family, Advent 1, 2, 3 and 4 Exploring celebrations, Say Hello to... Faith Stories Exploring light lesson on www.inspiredclassroom.org</p>	<p>Resources: Godly Play – Exodus Say Hello...RE Today</p>	<p>Resources:</p>	<p>Resources: Godly Play – creation RE Today – Opening up Judaism</p>
Visits		Visit- Norwich Cathedral- Through the Window programme	Visitor – Deborah Carpenter/Marsha and Todd Parker Visit to the Synagogue		Visitor – Deborah Carpenter/Marsha and Todd Parker Visit to the Synagogue



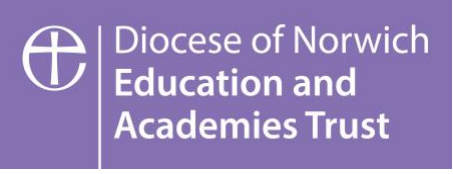
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Key Stage 1- Year B					
	Big Question: How do Christians belong to their faith family? (linking to meeting together)	Big Question: What does the Nativity story teach Christians about Jesus?	Big Question: How does a celebration bring a community together?	Big Question: What does the cross mean to a Christian?	Big Question: Why do people have different views about the idea of 'God'?
Concept	Sacrament, baptism, covenant, commandment	Incarnation	Community, celebration, worship, Festival, identity, belief, tradition	Salvation	God, Word of God, Torah, Bible, Christian and Jewish focus (contrast with Hinduism) Belief
Key Disciplines	Human/Social Sciences focus	Theology focus	Human/Social sciences focus.	Theology focus	Philosophy Focus
World Views and Non- World View Focus	Christianity Focus	Christianity Focus	Muslim/Hinduism/ Judaism Focus (No Christianity)	Christianity Focus	Multi/ Humanist Focus
Operational Questions	What is family? What families do you belong to? What do you do with your family? What is a faith family? What do faith families do together? Do they go to special places together? Do they take part in special occasions/event? (baptism, Eucharist) What is a meeting? Where do you meet? Why do you meet? Who do you meet? Why do Christians meet together? What do they do when they meet together? Where do they meet is it always in a Church? Would it matter is Christians didn't meet together? Mothering Sunday, Eucharist	What is the Christmas story? Who is in the Christmas story? Why are they important? Who is the most important and why? What can we learn about Jesus from the Christmas story? Is this story relevant today? Where is this story found? (need know it is short story from a big book – the Bible)	How does it make a difference? How do you come together? What do you do? Why do you come together? How does it feel to come together? Link to stories, passing on tradition, festivals (Eid, Chinese New Year, Baisakhi), foods (Langer), games (Judaism)	What is a symbol? What symbols do we know? What is a cross? Where do we see crosses? Why is the cross important? What does it represent? Who does the cross remind Christians of? Why is the cross important? Eucharist	How do we learn? Where do we learn? What do we use to help us learn? Who helps us learn? Who is God? What do Christians/Jews/Hindus use to learn about God? What stories are in the Vedas, Torah and the Bible? What do the stories mean? How do the stories/teachings affect the daily life of Christians and Jews? Why don't humanists believe in a god or gods? Is it possible to be certain about your belief or disbelief in a god or gods? How does not believing in a god affect the way humanists live their lives? Does it have an impact on how they behave?



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					<p>Can we be good without god? (see also 'Humanist ethics' below) Does it matter whether you believe in god or not? Is how you live your life more important?</p> <p>Teach in three parts: 1st- General look at How we see different things/beliefs/ideas. General ideas about what people think about God. What does believing mean? 2nd - Understanding Christianity- God 3rd- Compare to other religions. Using the different texts to support this.</p>
ARE (Please refer to the appendixes for more details)	H/S Sc. Yr1- A, B, C H/S Sc. Yr2- A, B, C	Th. Yr1- A, C Th. Yr2- A.1, A.2, C	H/S Sc. Yr1- A, B, C H/S Sc. Yr2- A, B, C	Th. Yr1- A, C Th. Yr2- A.1, D	Ph. Yr1- A.1, A.2, B, C Ph. Yr2- A.1, A.2, B, C
Links to Norfolk Agreed Syllabus units	How do Christians belong to their faith family? (Yr2)	What does the Nativity story teach Christians about Jesus? (Yr2)	How does a celebration bring a community together? (Yr1)	What does the cross mean to a Christian? (Yr1)	Why do people have different views about the idea of 'God'? (Yr2)
Planning/ Resources	<p>Planning: https://www.dioceseofnorwich.org/app/uploads/2019/08/Church_Enquiry_Level_4.pdf</p> <p>Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-</p>	<p>Planning: Understanding Christianity- Incarnation</p> <p>Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year 2 Enquiry 2</p>	<p>Planning: Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year 1 Enquiry 2</p>	<p>Planning: Understanding Christianity- Salvation</p> <p>Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year 1 Enquiry 4</p>	<p>Planning: Understanding Christianity- God</p> <p>Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year 2 Enquiry 5</p>



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	planning/ Click on Year 2 Enquiry 3				
	Resources: Godly Play – Holy Baptism, The Faces of Easter III, The Ark and the Temple Church to re-enact a Baptism RE Today - Opening up Belonging and Exploring Religion Around me	Resources: Godly Play – The Holy Family, Advent I, II, III and IV Figures, The Mystery of Christmas Posada	Resources:	Resources: Godly Play: The Crosses, The faces of Easter V11 Professional Update materials KS1 Nagala Crosses Eds and Ips Art focus Salvadorian Crosses Andy Goldsworthy	Resources: Godly Play: The Flood and the Ark, The Synagogue and The Upper Room, The Ten Best Ways, The Books of the Bible, Jonah, The Backward Prophet, creation, Opening up Christianity
Visits	Visit- Cathedral/Church/Methodist chapel, Baptist Church	Visit- Christmas Revealed at Norwich Cathedral	Visit- Norwich Cathedral- Fantastic Festivals- Let's Celebrate programme	Visit to the church on a cross hunt – talk to the vicar/Christian visitor about what a cross means to them	

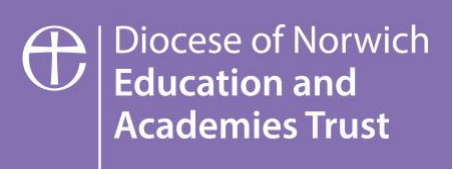


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Lower Key Stage 2 – Year A					
	Big Question: What does it mean to be part of a global faith/family?	Big Question: What is the Trinity?	Big Question: What do Muslims believe about God?	Big Question: What difference does being a Muslim make to daily life?	Big Question: What is Philosophy? How do people make moral decisions?
Concept	Church (not just building as a group of Christians) Covenant Commandment	Incarnation	guardianship	Ummah (community),	Philosophy, Reason, Morality
Key Disciplines	Human/Social Sciences focus	Theology Focus	Theology focus	Human/ Social sciences focus	Philosophy Focus
World Views and Non-World View Focus	Christianity Focus (denominations of Christianity)	Christianity Focus	Muslim focus	Muslim focus (denominations of muslim)	Christianity/ Humanist focus
Operational Questions	Why do Christians go to Church? Why are there many different types of Christian Church? What does it mean to belong to the world wide Christian family? What can we learn from different expressions of 'church' across the world? How do Christians express their faith? (music/art) How is Eucharist celebrated in different parts of the world?	What is part of the holy trinity? What parts of the bible tell us about the trinity and baptism? What do the texts from the bible mean to Christians? How do Christians show the trinity in worship/the way they live? How is the Trinity represented?	Who/What is a Muslim? Who was Muhammad and what did he do? What difference did the revelations make to the life of the prophet Muhammad and followers? What did he teach? What do Muslims do as part of their daily life? What impact do Muslims' beliefs have on the local and wider community?	: What is a Muslim? What do they look like? Where to they worship? Who do they worship? What are the 5 pillars? What is Zakat? What is Ramadan? What is Id ul Fitr? (less about the prayer as being dealt with in YrB) How does it fit into their daily life – reality?	Any philosophical questions. What does the word Philosophy mean? What do others say philosophy is? What is real and how do you know? What is the difference between knowing and believing? What do we mean by 'good', 'bad', 'right' and 'wrong'? Is it easy to define? What does moral mean? What influences



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			Perhaps develop some philosophical thinking here...	(don't go into prayer too much)	people to make a moral decision? Plato, Socrates Who are philosophers? What do they say?
ARE (Please refer to the appendixes for more details)	H/S Sc. Yr3- A, B, H/S Sc. Yr4- B,	Th. Yr3- A.1, A.2, B, C.1, D Th. Yr4- A.1, A.2, B, C.1, D	Th. Yr3- A.1, A.2, B, D Th. Yr4- A.1, A.2, B, D	H/S Sc. Yr3- A, B, C H/S Sc. Yr4- A, B, C	Ph. Yr3- A.1, A.2, B.1, B.2, C.1, C.2 Ph. Yr4- A.1, A.2, B.1, B.2, C
Links to Norfolk Agreed Syllabus units		What is the Trinity? (Yr3)	What do Muslims believe about God? (Yr3)	What difference does being a Muslim make to daily life? (Yr3)	What is Philosophy? How do people make moral decisions? (Yr3)
Planning/ Resources	Planning:	Planning: Understanding Christianity- Incarnation unit. Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year3 Enquiry 2	Planning: Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year3 Enquiry 4	Planning: Planning on the Diocesan website. https://www.dioceseofnorwich.org/application/files/8314/6124/9879/What_does_it_mean_to_be_a_Muslim_KS2.pdf Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year3 Enquiry 5	Planning: Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year3 Enquiry 3
	Resources: RE today – Opening up respect Migration of the swallow - Where in the World Barnabas resource Godly Play- The Ark and the Tent, The Temple and the Ark, Circle of the Holy Eucharist, The Books of the Bible	Resources: Godly Play: The Holy Baptism	Resources: Opening up – Islam Living Religions – Islam	Resources: RE Today – Opening up Islam, Exploring celebrations What does it mean to be a Muslim? True Tube- visits to mosque	Resources: https://www.philosophy-foundation.org Resources from the Philosophy course.



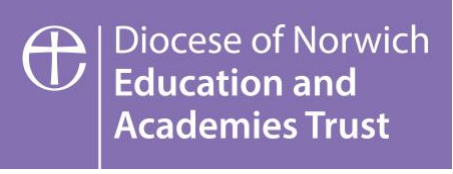
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Visits	Visit each denomination within Fakenham	Visit-Norwich Cathedral- Discover Worship and Belief programme	Visit-a mosque Visit-Norwich Cathedral- Compare a Mosque and a Cathedral programme Visitor- Imam	Visit- a mosque (can use True Tube) Visit-Norwich Cathedral- Compare a Mosque and a Cathedral programme Muslim visitor	
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Lower Key Stage 2 – Year B					
	Big Question: How did the world come to be through the eyes of a Humanist?	Big Question: Are angels real or not?	Big Question: Why do Christians call the day that Jesus died 'Good Friday'?	Big Question: Can we know if prayer works?	Big Question: What is a pilgrim?
Concept	Creation, Fall	Angel, Reason, Logic	Salvation	Kingdom of God	Pilgrimage, discipleship, Ibadah, submission, duty
Key Disciplines	Theology focus	Philosophy focus	Human/Social Science focus	Philosophy focus	Theology focus Huma/Social Sciences focus
World Views and Non- World View Focus	Humanism Focus	Christianity Focus	Christianity Focus	Christianity/Muslim Focus	Christianity/Muslim/Hinduism Focus
Operational Questions	How do humanists decide what to believe? Are some reasons for believing things better than others? How do we know what is true? How can you test whether something is true or not?	What do you think are angels? Do you believe in angels? What do others say about angels? How do we know if something is real or not?	How do Christians mark Easter events in their church communities? What are the means behind the texts about good Friday? What are the meaning behind the entry into Jerusalem and the	What is prayer? Why do people pray? How do people know prayer works? Is prayer about a relationship with God? What do we pray for? Do you have to go	Why do we go on journeys? What is the journey of life? Why do people go on pilgrimages....Walsingham ? Does it have to be a religious place? Why is



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	<p>Is science the best way to understand the world? Can science answer everything? How do humanists explain the origin of the universe? How do humanists explain the existence of human beings? What phenomena do we now have scientific explanations for that we used to explain with supernatural causes (e.g. disease, the weather)? How do, and how should, people react to suggestions or evidence that their beliefs are wrong?</p> <p>One/two lessons for this unit should be about comparing with another creation story. Here are some questions that could help to guide planning and learning. How does the story of Creation tell Christians about God? Who is the Creator? What do Christians do because they believe God is the Creator? How does the story of Creation affect how Christians live today? How does the story of Creation affect people who are not Christians? If God created the world, then who created God?</p>		<p>death and resurrection of Jesus? How do Christians show their beliefs about Palm Sunday/Maundy Thursday/Good Friday/Easter Sunday? What does the narrative of the Last Supper, Judas' betrayal and Peter's denial mean? Why is Holy Communion part of the celebration/worship? How does serving and celebrating, remembering and betrayal, trust and standing up for your beliefs make a difference to how pupils think and live?</p>	<p>somewhere special to pray? What does it mean to them? How does it work for them? What does prayer look like in real life (Islam)? How do people pray? How are prayers answered? What does the Lord's Prayer mean...your kingdom come? Who do they talk to? How do they talk to them? Why do they talk to them? When do religious believers pray? Do all religious believers pray in the same way? Do all religious believers pray in the same places? How do religious believers know their prayers have been answered? If you do it wrong, does that mean you are not praying? Your prayers will not be answered? Can someone pray without believing in God?</p>	<p>going on Hajj important to Muslims? Do you have to be religious to be a pilgrim or go on a pilgrimage? What is the importance of the River Ganges to Hindus?</p>
<p>ARE (Please refer to the appendixes for more details)</p>	<p>Th. Yr3- A.1, A.2, B, C.1, C.2, D Th. Yr4- A.1, A.2, B, C.1, C.2, D</p>	<p>Ph. Yr3- A.1, A.2, B.1, B.2, Ph. Yr4- A.1, A.2, B.1, B.2,</p>	<p>H/S Sc. Yr3- A, B, C H/S Sc. Yr4- B, C</p>	<p>Ph. Yr3- A.1, A.2, B.1, B.2, Ph. Yr4- A.1, A.2, B.1, B.2,</p>	<p>H/S Sc. Yr3- C H/S Sc. Yr4- C Th. Yr3- B, C.1, C.2, D Th. Yr4- B, C.1, C.2, D</p>
<p>Links to Norfolk Agreed Syllabus units</p>			<p>Where do religious beliefs come from? (Yr4)</p>		<p>How do people express commitment to a religious world view in different ways? (Yr3)</p>



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Planning/ Resources	<p>Planning: Understanding Christianity- Creation unit.</p>	<p>Planning: Use the following planning https://www.dioceseofnorwich.org/app/uploads/2019/08/Are_angels_real_or_not.pdf</p>	<p>Planning: Understanding Christianity- Salvation unit.</p> <p>Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year4 Enquiry 1</p>	<p>Planning: How do Muslims talk about God? Planning on the Diocesan website. https://www.dioceseofnorwich.org/app/uploads/2019/08/How_do_Muslims_talk_about_God_Lower_KS2.pdf Why do People Pray? https://crossacresprimary.co.uk/wp-content/uploads/L2_4_Why_do_people_pray.pdf</p>	<p>Planning: https://www.dioceseofnorwich.org/app/uploads/2019/08/Key_Stage_2_Enquiry_Islam_Ummah.pdf</p> <p>Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year3 Enquiry 1</p>
	<p>Resources: Godly play: Creation</p>	<p>Resources:</p>	<p>Resources: Godly Play: The Crosses, The Faces of Easter.</p>	<p>Resources: 24/7 prayer space RE Quest You tube – I pray video Create a prayer space outside (reflection area) Eds and Ips Pack Opening up creativity – RE Today www.stir-up.org.uk/documents/LKS2whypray.pdf Godly Play- The Synagogue and Upper Room Praying resource from Philosophy course</p>	<p>Resources: Godly Play- The Faces of Easter IV, Exodus (Moses)</p>
Visits			<p>Visit- local church Visitor- Local Vicar</p>	<p>Visitor- Local Vicar/Christian/ Muslim visitor to talk about prayer</p>	<p>Pauline Lovelock – St Julian Shrine Visit – Walshingham Visit- Norwich Cathedral- Pilgrimage- A world of Faiths programme</p>



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Upper Key Stage 2 – Year A				
	Big Question: What do Hindus believe?	Big Question: How do Sikhs interact with culture and society?	Big Question: What did Jesus do to save human beings? [Y5] What difference does the Resurrection make for Christians? [Y6]	Big Question: What can we learn about the world/knowledge/meaning of life from the great philosophers?
Concept	Karma , Dharma, samsara, Ahimsa, puja, moksha Reincarnation		Salvation	Belief
Key Disciplines	Theology focus	Human/Social Sciences focus	Theology focus	Philosophy focus
World Views and Non- World View Focus	Hinduism Focus	Sikhism Focus	Christianity Focus	Multi faith focus. (Buddhism/Humanist /Atheism)
Operational Questions	Who do they believe in? Why do they believe in a God with many faces? How do Hindus understand the idea of God? What do they understand by 'murti'? What is karma? What is samsara? What is moksha? What does it mean to follow dharma?	Where do they worship? How do they worship? Do all Sikhs worship in the same way? How does what they believe affect the way they live? How does it affect their daily lives? How do Sikhs show they belong to their faith? What values are important to Sikhs? How does the Sikh faith link to Hindu and Muslim traditions. What importance of Sewa and the impact of service on the server and the community/society? And Why?	How is salvation linked to incarnation? Was Jesus' death a sacrifice? what is the meaning behind Jesus' death/resurrection? How do Christians celebrate Holy Communion? What is the last supper? How do Christians celebrate Easter Sunday/Good Friday? What would you sacrifice? How would sacrifice impact your life? What are the meanings behind the story? How did/does Jesus inspire the world today? How does resurrection and death make a difference in Christians' lives? How does the belief in resurrection and life after death makes a difference to Christians?	What does religion mean to you? Do you need God for it to be a religion or have a belief? What does it mean to follow a religion/belief? What makes a religion/belief? Where does the word religion come from and what does it mean? What is the difference between religion and belief? What does it mean to follow a religion/belief? How do religions/beliefs compare? How do different denominations within a religion compare? How do people around the world express their faith/belief?
ARE (Please refer to the appendixes for more details)	Th. Yr5- A.1, A.2, C.1, C.2, D Th. Yr6- A.1, B, C.1, C.2, D	H/S Sc. Yr5- A.1, A.2, B, C H/S Sc. Yr6- A.1, A.2, B, C	Th. Yr5- B, C.1, D Th. Yr6- B, C.1, D	Ph, Yr5- A.1, A.2, B.1, B.2, C Ph, Yr6- A.1, A.2, B.1, B.2, C
Links to Norfolk Agreed Syllabus units		How do Sikhs interact with culture and society? (Yr7)	What difference does the Resurrection make for Christians? (Yr5)	What can we learn about the world/knowledge/meaning of life from the great philosophers? (Yr5)



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Planning/ Resources	Planning:	Planning:	Planning: Understanding Christianity- Salvation unit. Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year 5 Enquiry 4	Planning: Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year 5 Enquiry 3
	Resources: Opening up Hinduism – RE Today Stories from Hinduism – Rama and Sita etc Living Religions – Hinduism Religion through Art	Resources:	Resources: Godly Play - Jesus and the Twelve, The faces of Easter(all), The Books of the Bible Teachings and life of Jesus – miracles, parables, beatitudes The bible the Big Story (the gate shut/gate open picture)	Resources:
Visits	Visitor from a Hindu Visit the Mandir (Peterborough)	Gurdwara,		



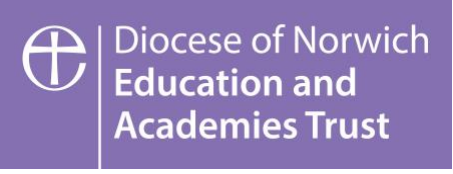
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Upper Key Stage 2 – Year B				
	Big Question: What is reconciliation?	Big Question: Was Jesus the Messiah?	Big Question: Is believing in God Reasonable?	Big Question: Creation and science: conflicting or complementary?
Concept	reconciliation, atonement, Yom Kippur focus,	Incarnation	Trinity, Father, Son and Holy Spirit, God, Allah, Tawhid Focus on concept of 'God'	Creation
Key Disciplines	Human/Social Sciences focus	Theology focus	Philosophy focus	Theology focus Philosophy focus
World Views and Non- World View Focus	Judaism Focus	Christianity Focus	Christianity/Muslim Focus	Christianity/humanism /environmental Focus
Operational Questions	<p>What do Jews understand by reconciliation? Who have you forgiven? What does it mean to forgive somebody? What is forgiveness? How do Jews bring reconciliation to the world? How do Jews celebrate Yom Kippur? When does Yom Kippur happen? What is Yom Kipper? What is peace? How do religious believers share a message of peace around the world (charity work)?</p> <p>Link to the Holocaust</p> <p>How is reconciliation shown in other religions?</p>	<p>How is incarnation and Messiah connected in biblical texts? How do Christians put their beliefs about incarnation into practice? What are the different ways in which Christians celebrate Christmas? How is idea that Jesus is the Messiah makes sense in the wider story of the Bible? How is Jesus the Messiah important to people today? What difference does Jesus the Messiah make in people's lives? Why was Jesus called the Prince of Peace? How did Jesus bring peace to the world? Does the world need a Messiah? If so how much?</p>	<p>Who is special to you? What are the symbols of God? What do you know about God? What does God look like? What does the Bible say about God? Why is God important/special to religious believers? How do religious believers express ideas about God? Do all religions and beliefs view God in the same way?</p> <p>Philosophical arguments.</p> <p>Do the arguments people use to say that God exists make sense?</p> <p>Start looking at Islam and then Christians towards Easter.</p>	<p>What creations have you made and proud of? What are the different creation stories? Are they true? What is truth? How are Christian creation stories similar/different to other creation stories? Is science and faith compatible? Do Christians believe God is the creator? How does the creation story conflict with science? how does the creation story complement science? How are humans part of the creation story? What are you responsible for? What do you care about? Do creation stories have any lessons to teach us about how to live our lives today? How does this look in practice? Why do religious believers show care for the world/God's creation? How do religious believers express their beliefs about the world as God's creation?</p>



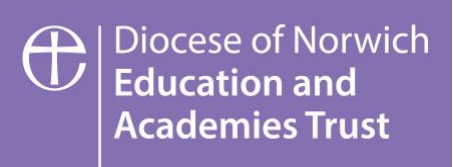
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ARE (Please refer to the appendixes for more details)	H/S Sc. Yr5- A.2, C H/S Sc. Yr6- A.2, C	Th. Yr5- A.1, A.2, B, C.1, D Th. Yr6- A.1, A.2, B, C.1, D	Ph. Yr5- A.1, A.2, B.1, B.2, C Ph. Yr6- A.1, A.2, B.1, B.2, C	Th. Yr5- A.1, A.2, B, C.1, C.2, D Th. Yr6- A.1, A.2, B, C.1, C.2, D Ph. Yr5- A.1, A.2, B.1, B.2, C Ph. Yr6- A.1, A.2, B.1, B.2, C
Links to Norfolk Agreed Syllabus units	How and why does religion bring peace, conflict or both? (Yr6)		Is believing in God Reasonable? (Yr5)	Creation and science: conflicting or complementary? (Yr6)
Planning/ Resources	Planning: Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year 6 Enquiry 1	Planning: Understanding Christianity- Incarnation unit.	Planning: Understanding Christianity- God unit. Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year 5 Enquiry 1	Planning: Understanding Christianity- Creation unit. Link to Knowledge Organiser: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Click on Year 6 Enquiry 4
	Resources: Opening up Christianity/Judaism Exploring beliefs in Action Re Today Opening Up to Respect Statues of reconciliation. Godly Play- The Flood and The Ark??	Resources:	Resources: Opening up Christianity Opening Up Islam Godly Play- The Holy Trinity, The Crosses, Holy Baptism	Resources: Godly play: Creation Creation Art Work Christian Aid A Rocha Eco RE booklet (Diocese of Norwich) Exploring belief in Action Exploring Puzzling Questions Opening Up Hinduism
Visits	Visit- Synagogue Visitor- Deborah Carpenter/Marsha and Todd Parker			Visitor- A worker from Christian Aid



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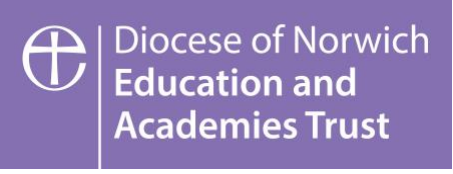
Appendix 1- Age-related expectations showing Key Stages 1-2 Diocese of Norwich schools and academies

Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. 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	1.Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief 2.Recognise different types of writing from within one text	1.Show awareness of different sources of authority ¹ and how they link with beliefs. 2.Identify different types of writing and give an example of how a believer might interpret a source of authority	1.Identify different sources of authority and how they link with beliefs. 2.Give examples of different writings and different ways in which believers interpret sources of authority	1.Describe different sources of authority and how they link with beliefs. 2.Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	1. Explain different sources of authority and the connections with beliefs. 2.Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
B. How beliefs change over time	N/A	N/A	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious worldviews	Describe how events in history and society have influenced some religious and non-religious worldviews	Explain how events in history and society have influenced some religious and non-religious worldviews
C. How beliefs relate to each other	Recognise that 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.	1. Identify some links between beliefs being studied within a religion or worldview. 2. Show awareness of some of the similarities and differences between and within religions and worldviews.	1. Make clear links between different beliefs being studied within a religion or worldview. 2. Identify some of the similarities and differences between and within religions and worldviews	1. Describe the connections between different beliefs being studied and link them to sources of authority 2. Describe some of the key theological similarities and differences between and within religions and worldviews	1.Explain connections between different beliefs being studied and link them to sources of authority using theological terms 2. Explain the key theological similarities and differences between

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



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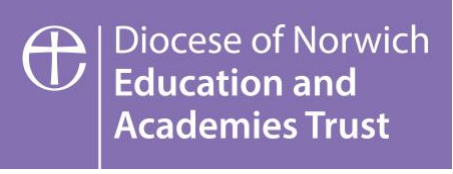
						and within religions and worldviews
D.How beliefs shape the way believers see the world and each other	Give an example of how _____ ² use beliefs to guide their daily lives	Give different examples of how _____ beliefs influence daily life	Recognise ways in which beliefs might make a _____ think about 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

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

² Where _____ is indicated, the teacher is invited to insert the adherent of a religion or worldview they are studying e.g. Muslims.



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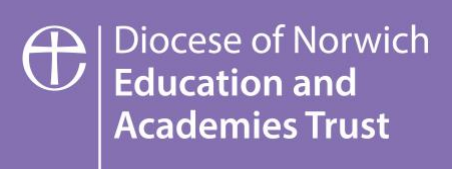


<p>C. Issues of right and wrong, good and bad</p>	<p>Using religious and belief stories to talk about how beliefs impact on how people behave</p>	<p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>	<p>1. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. 2. Recognise some of the similarities and differences between these ideas.</p>	<p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>	<p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>
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Human/Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>A. The diverse nature of religion</p>	<p>Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews</p>	<p>Recognise the names of different religions, religious beliefs and worldviews and use them correctly.</p>	<p>Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p>Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p>1. 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. 2. Show awareness that talking about religion and belief can be complex.</p>	<p>1. 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. 2. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p>
<p>B. Diverse ways in which people practice and express beliefs</p>	<p>Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area</p>	<p>Identify evidence of religion and belief especially in the local area.</p>	<p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p>	<p>Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p>	<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>
<p>C. The ways in which beliefs shape individual identity, and</p>	<p>Recognise that beliefs can have an impact on a believer's</p>	<p>Identify ways in which beliefs can have an impact on a believer's daily life, their family</p>	<p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family,</p>	<p>Describe ways in which beliefs can impact on and influence individual lives, communities and society and</p>	<p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals,</p>	<p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how</p>



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impact on communities and society and vice versa	daily life, their family or local community.	or local community.	community and society.	show awareness of how individuals, communities and society can also shape beliefs.	communities and society can also shape beliefs.	individuals, communities and society can also shape beliefs.
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