

Curriculum Skills and Progression Religious Education



Nebula
where stars are born

The Nebula Federation

Frettenham Primary School

We understand RE as a multi- disciplinary subject:

In our curriculum RE is rooted in three disciplines. These are theology, philosophy and the human/social sciences, the latter of which is a collection of disciplines. Our progression map shows how skills within each of these disciplines are developed across the key stages.

RE in EYFS will prepare children for the multi-disciplinary approach.

Pupils being to explore the world of religion and belief in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

Christianity and at least **one** other religion, religious belief or worldview

| Theology: Thinking through believing | Philosophy: Thinking through thinking | Human/Social Sciences: Thinking through living |
|---|--|---|
| Pupils can ... | Pupils can ... | Pupils can ... |
| <ul style="list-style-type: none"> • Recognise simple religious beliefs or teachings • Talk about some aspects of a religious or belief story • Introduce key theological vocabulary such as 'God'. • Recreate religious and belief stories through small world play. | <ul style="list-style-type: none"> • Raise puzzling and interesting questions about religious and belief stories • Raise puzzling and interesting questions about the world around them • Talk about what concerns them about different ways in which people behave • Say what matters to them or is of value • Use their senses to investigate religion and belief | <ul style="list-style-type: none"> • Identify simple features of religious life and practice in a family context • Recognise a number of religious words • Name some religious symbols • Name some religious artefacts • Talk about religious events that they see or hear about e.g. festivals, ceremonies • Talk about what people wear because of their beliefs • Visit a local place of worship • Talk to someone who holds a particular religious belief |

| Curriculum Skills and Progression Map | | | | | | |
|--|--|---|--|---|--|---|
| Religious Education – Theology – Pupils can ... | | | | | | |
| 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 | Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text | Show awareness of different sources of authority ¹ and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority | Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority | Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. | Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. |
| B. How beliefs change over time | 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. | Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and | Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and | Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities | Explain connections between different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities |

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

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| | | | within religions and worldviews. | within religions and worldviews | and differences between and within religions and worldviews | and differences between 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 |

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| KS1 Core Questions | KS2 Core Questions |
|---------------------------|---------------------------|

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

- What do XXXX believe about God?
- How do XXX explain the suffering in the world?
- What is the bible and how do people interpret it?
- How reliable are sources of authority for believers?
- Why is there so much diversity of belief within XXXX?
- Where do religious beliefs come from?
- How have events in history shaped beliefs?
- One narrative, many beliefs? Why do people interpret things differently?
- What do Christians learn from the creation story?
- What is the Trinity?
- Why to Christians call the day Jesus died 'Good Friday'?
- What does it mean if God is holy and loving?
- Creation and science: Conflicting or complementary?
- Was Jesus the Messiah?
- What did Jesus do to save human beings?
- What differences doe the resurrection make for Christians?

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

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

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

- Why is there suffering in the world?
- What is the difference between believing and knowing?
- What do we mean by 'truth'?
- What can we learn about the world/knowledge/meaning of life from the great philosophers?
- How do people make moral decisions?
- How do people respond to issues of poverty and justice?
- What does it mean to be 'human'?
- What kind of world should we live in?
- Is seeing believing?
- Can kindness change the world?
- Is being happy the greatest purpose in life?
- Is believing in God reasonable?

| Curriculum Skills and Progression Map | | | | | | |
|--|---|---|---|--|--|--|
| Religious Education – Philosophy – Pupils can ... | | | | | | |
| Human/Social Sciences | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>A.</p> <p>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>Explain the different ways in which the terms 'religion' and "belief' are used by followers from within a religion or worldview and those from outside it.</p> <p>Show awareness that talking about religion and belief can be complex.</p> | <p>Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.</p> <p>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p> |
| <p>B.</p> <p>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.</p> <p>The ways in</p> | <p>Recognise that beliefs can have an</p> | <p>Identify ways in which beliefs can have an impact on</p> | <p>Identify a range of ways in which beliefs can have an impact on</p> | <p>Describe ways in which beliefs can impact on and influence individual</p> | <p>Explain how beliefs impact on and influence individual lives,</p> | <p>Begin to analyse and evaluate how beliefs impact on, influence and</p> |

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| <p>which beliefs shape individual identity, and impact on communities and society and vice versa</p> | <p>impact on a believer's daily life, their family or local community.</p> | <p>a believer's daily life, their family or local community.</p> | <p>a believer's daily life, their family, community and society.</p> | <p>lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p> | <p>communities and society, and how individuals, communities and society can also shape beliefs.</p> | <p>change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p> |
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| KS1 Core Questions | KS2 Core Questions |
|---------------------------|---------------------------|

- How do festivals/celebrations bring people together?
- Where is the religion around us?
- What does it mean to belong to the XXXX community?
- What happens in the daily life of a XXXX?
- What does it mean to be part of a religious family?
- Why are symbols and artefacts important to some people?
- How do worship gatherings/ceremonies give xxxx a sense of identity and belonging?

- What do we mean by religion? What makes a religion a religion?
- Does religion bring peace, conflict or both?
- How do beliefs shape identity for XXXX?
- What can we learn from different members/expressions of the XXXX tradition?
- How have expressions of XXXX changed over time?
- How do XXXX express their religious beliefs in modern Britain and in XXXX (name of country)?
- What does it mean to be part of a global religious/worldview community?
- How do people express commitment to a religion or worldview in different ways?
- What difference does being a XXXX make to daily life?
- How do/have religious groups contribute to society and culture?

- The suggested core questions take into account *Understanding Christianity* (RE Today 2016) units on God, creation, incarnation and salvation which are already being used in a number of schools and academies in the county. These are shown in purple.

Appendix

Suggested Core Knowledge for Christianity

| Disciplinary Lens | Key Stage 1 | Key Stage 2 |
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| <p>Theology:</p> <p>Thinking through believing.</p> <p>Theology enables pupils to grapple with questions that have been raised by religions and beliefs over the centuries.</p> <p>It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. It involves investigating key texts and traditions within different religions and belief systems, exploring the ways in which they have been used as authoritative for believers and the ways in which they have been challenged, interpreted and disregarded over time. It assesses the key ideas of a religion or belief system as well as exploring the significance of experience on the claims made by religious and non-religious people.</p> | <p>Systematic Theology:</p> <p>Creation: Christian belief in God as creator of the universe.</p> <p>God: Christian belief in God as a Father.</p> <p>Jesus: Awareness of Jesus as a historical figure and of some of his teachings and miracles.</p> <p>Incarnation: The Nativity narratives in Luke and Matthew. The Christian belief that God became human in Jesus.</p> <p>Salvation: The Easter narrative and Christian belief that Jesus builds a bridge between God and humans. Recognition of how incarnation and salvation relate to one another for Christians.</p> <p>Textual Theology:</p> <p>The Bible as a sacred text for Christians. Recognition of different genre in the bible e.g. parables, letters, history</p> | <p>Systematic Theology:</p> <p>Creation and Fall: Christian belief that humans are made in God’s image but became sinful and need saving. Introducing debates about the relationship between the Genesis narratives and scientific explanations.</p> <p>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.</p> <p>Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</p> <p>Incarnation: Jesus as one of the three persons of the Trinity.</p> <p>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)</p> <p>Textual Theology:</p> <p>Consideration of genre, author, context, reliability and audience in relation to the Bible, creeds and Christian tradition. Different interpretations of belief through for example art, music, blogs.</p> <p>Historical Theology:</p> <p>Examples of key teachings from religious teachers such as Dietrich Bonhoeffer, Martin Luther King, Oscar Romero Examples of how experiences have impacted on beliefs e.g the conversion of Saul on the road to Damascus.</p> <p>Examples of how events in society have influenced beliefs e.g. the persecution of Christians, the abolition movement.</p> |

Philosophy:

Thinking through thinking.

Philosophy enables pupils to grapple with questions that have been raised about knowledge, meaning, existence and morality.

It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence. It is the process of reasoning that lies at the heart of philosophy. Studying the works of great philosophers is part of developing an understanding of philosophy. Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE these are metaphysics, logic and moral philosophy

Metaphysics:

The word 'God' as a name.
The nature of a question
The meaning of the word 'know'.
Awareness of the world around them through the senses

Logic:

The nature of a reason
Use of the word 'because'
Recognise a reason in a religious or belief text

Moral Philosophy:

Make links between belief and behaviour, particularly through the study of religious and belief narratives.
How people make decisions e.g. impact of family and rules.

Metaphysics:

Varying views about the existence of God

Varying views about the reasons for suffering in the world, including awareness of different types of suffering
Difference between knowledge, belief and opinion.
The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.
The work of one or two key philosophers such as Socrates, Plato or Aristotle.
An example of a philosopher from the Christian tradition e.g. Augustine

Logic:

The nature of a philosophical question
Debates about whether some things can be proven
The nature of a coherent and reasoned argument
Awareness of divergence of opinion
Creation of balanced arguments

Moral Philosophy:

Influences on moral decision making such as experience, family, history, culture or community (including religious communities).
Introduction to ethical theory such as utilitarianism or hedonism.
Making connections with theological understandings of right and wrong.
Investigation of moral issues such as poverty and wealth, peace and conflict or justice and injustice.

Human /Social Sciences:

Thinking through living.

The human/social sciences enable pupils to grapple with questions about the lived and diversity reality of religion and belief in the world.

It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies. Pupils will investigate the ways in which religions, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote better understanding of the ways in which religions and beliefs influence people's understanding of power, gender, compassion, and so on. It also enables pupils to consider the nature of religion itself and the diverse ways in which people understand the term 'religion'.

Nature of Religion:

The use of the term 'Christian' and what it means

The terms 'religion' and 'worldview'

The idea that some people follow a set of beliefs, creed or way of life.

Practices and Expression:

The local church (eg): how they are used, worship that takes place. Norwich Anglican and Roman Catholic Cathedrals as a places of importance for many Christians.

Symbolism and artefacts: The cross as a symbol. Artefacts used by Christians such the rosary, paschal candle, chalice and paten.

Use of water and light in ceremonies such as baptism and Christingle.

Individual, community and Society:

The importance of rites of passage such as baptism or First communion for some Christians.

The importance of worship gatherings for Christians e.g. sharing bread and wine, keeping Sunday as a special day

The role of celebrations such as Christmas and Easter in bringing the religious community together.

Nature of Religion:

Different ways in which people understand the term 'religion' both within and outside of religious adherence.

The use of term 'religion' by Christians, and awareness that some prefer not to use this term.

Christianity originally known as 'The Way' in New Testament times.

Awareness of the diverse nature of Christianity locally, nationally and globally.

Practices and Expression:

The church: Church as a global community of Christian believers, the main characteristics of different denominations. Awareness of different denominations locally e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army...

Worship: Different expressions of Christian worship including for example the Eucharist and pilgrimage.

Festivals: 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.

Individuals: Meeting individual Christians to ask them about their beliefs and practices.

Individual, community and society:

The impact of Christian teachings on daily life such as providing guidance, reassurance or comfort.

The importance of rites of passage in terms of religious identity e.g. baptism, confirmation

The life and work of a Christian individual whose faith impacts (or

impacted) on their actions e.g. Martin Luther King, Mother Teresa, Desmond Tutu, Wilberforce, Cavell, Oscar Romero, Toyohiko Kagawa

Varying expressions of prayer including for example the 'Thy Kingdom Come', Taize, 24/7 prayer or Prayer Spaces.

Varying cultural expressions of the Christian faith as seen through art and/or music.

The role of the Christian community in charity work such as Foodbanks or Christian Aid.

Suggested Core Knowledge for Hinduism

| Disciplinary Lens | Key Stage 1 | Key Stage 2 |
|--|---|--|
| <p>Theology:</p> <p>Thinking through believing.</p> <p>Theology enables pupils to grapple with questions that have been raised by religions and beliefs over the centuries.</p> <p>It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. It involves investigating key texts and traditions within different religions and belief systems, exploring the ways in which they have been used as authoritative for believers and the ways in which they have been challenged, interpreted and disregarded over time. It assesses the key ideas of a religion or belief system as well as exploring the significance of experience on the claims made by religious and non-religious people.</p> | <p>Systematic Theology:</p> <p>God: Hindu beliefs in one God, usually referred to as spirit (Brahman) represented through different names and images.</p> <p>Avatars: Name avatars such as Rama, Krishna and Ganesha and talk about stories associated with them and the beliefs and values arising from them.</p> <p>Textual Theology:</p> <p>Hindu holy books are written in Sanskrit and come in the form of laws, hymns and poetry...</p> <p>The Ramayana as a sacred poem about Rama and Sita.</p> | <p>Systematic Theology:</p> <p>God: Brahman as Supreme Reality who pervades all creation through stories from the Upanishands. Awareness of the Trimurti- Brahma, Shiva, Vishnu.</p> <p>Atman: The name used for the essential nature of humans or their soul</p> <p>Avatars: The belief that Vishnu takes form and comes to earth. The word literally meaning ‘descent’. The 10 avatars including Lord Krishna and Lord Rama, and the beliefs and values arising from narratives about them.</p> <p>Ahimsa: Non-violence springs naturally from the Hindu belief of unity in diversity.</p> <p>Samsara: The cycle of birth and rebirth which ends when a personal discovers his or her essential spirit, called Moksha. Hindus believe that consciousness is present in all life forms.</p> <p>Karma: The law of karma is linked to the theory of reincarnation. It states that there are consequences for actions beyond this life. The law of cause and effect.</p> <p>Textual Theology:</p> <p>The oral tradition in the Indus valley and the writing down of teaching in the Vedas which contains hymns and prayers.</p> <p>Consideration of genre, author, context, reliability and audience in relation to the Vedas, Ramayana, Mahabharata Upanishads, and Puranas.</p> <p>Different interpretations of belief through for example through worship, dance and storytelling.</p> <p>Interpretation of prayers such as the Gayatri Mantra.</p> <p>Historical Theology:</p> <p>Examples of key teachings from religious teachers such as Gandhi, Swaminarayan, Sai Baba, Srila Prabhupada, Sri Ramakrishna</p> <p>Examples of how experiences have impacted on beliefs e.g the life of Mahatma Gandhi.</p> <p>Impact of the spread of the Hindu tradition to the West on how beliefs are understood.</p> |

Philosophy:

Thinking through thinking.

Philosophy enables pupils to grapple with questions that have been raised about knowledge, meaning, existence and morality.

It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence. It is the process of reasoning that lies at the heart of philosophy. Studying the works of great philosophers is part of developing an understanding of philosophy. Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE these are metaphysics, logic and moral philosophy

Metaphysics:

The word 'God' as a name.

The nature of a question

The meaning of the word 'know'.

Awareness of the world around them through the senses

Logic:

The nature of a reason

Use of the word 'because'

Recognise a reason in a religious or belief text

Moral Philosophy:

Make links between belief and behaviour, particularly through the study of religious and belief narratives.

How people make decisions e.g. impact of family and rules.

Metaphysics:

Varying views about the existence of God

Elementary study of the philosophy of religion

Varying views about the reasons for suffering in the world, including awareness of different types of suffering

Difference between knowledge, belief and opinion.

The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.

The work of one or two key philosophers such as Socrates, Plato or Aristotle.

An example of a philosopher from the Hindu tradition e.g. XXX

Logic:

The nature of a philosophical question

Debates about whether some things can be proven

The nature of a coherent and reasoned argument

Awareness of divergence of opinion

Creation of balanced arguments

Moral Philosophy:

Influences on moral decision making such as experience, family, history, culture or community (including religious communities).

Introduction to ethical theory such as utilitarianism or hedonism.

Making connections with theological understandings of right and wrong.

Investigation of moral issues such as poverty and wealth, peace and conflict or justice and injustice.

Morals and value expressed in some Hindu stories, for example, from the Panchtantra.

How Hindu beliefs about respect for all life impact on their actions.

Human /Social

Nature of Religion:

Nature of Religion:

Sciences:

The use of the term 'Hindu' and what it means.

Thinking through living.

The meaning of the word 'dharma' as a way of life.

The human/social sciences enable pupils to grapple with questions about the lived and diversity reality of religion and belief in the world.

The terms 'religion' and 'worldview'

The Hindu tradition began in the Indian region but has spread across the world.

Practices and Expression:

Dharma as living the life of a Hindu e.g. worshipping, carrying out rituals

Centrality of the home: A special room set aside for worship. Use of murtis as a reminder of God's presence. Puja in the home.

Importance of family life including the naming ceremony for a baby and festival of Raksha Bandhan.

Symbolism: The aum as a symbol and its use in puja and the naming ceremony,

The lotus flower as a symbol of purity.

The role of light in Diwali celebrations.

Individual, community and Society:

The Hindu greeting 'Namaste' and its meaning showing that people are really part of God.

The importance of gathering for worship in a mandir (temple) to share in arti and receive prashad.

The role of dramatic storytelling and dance in sharing the Hindu tradition with the next generation.

The role of celebrations such as Diwali and Holi in bringing the religious community together.

It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies. Pupils will investigate the ways in which religions, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote better understanding of the ways in which religions and beliefs influence people's understanding of power, gender, compassion, and so on. It also enables pupils to consider the nature of religion itself and the diverse ways in which people understand the

Different ways in which people understand the term 'religion' both within and outside of religious adherence.

The use of term 'religion' by Hindus, and awareness that some prefer to use the term 'Sanatan Dharma'.

Awareness of the diverse nature of Hinduism locally, nationally and globally.

Practices and Expression:

Sanatan Dharma as the way of life for Hindus. The four ways in which it is manifested through karma (work), bhakti (worship), yoga (control of the mind) and jnana (knowledge)

Community: The Hindu tradition as a global community which embraces pluralism. Awareness of different movements within the Hindu tradition in the United Kingdom such as Vaishnavites and Shaivites.

Worship: The diversity of expression through devotion to deities. Differences between puja in the home and at the mandir. Use of symbols and symbolic actions in worship. Importance of pilgrimage in India for example Varanasi, Ayodhya, The Ganges,

Festivals: The diverse ways in which Hindus celebrate festivals such as Diwali, Kum Mela, Ganesh Chaturthi or Navaratri. In particular contrasting two different contexts such as the UK and India.

Individuals: Meeting individual Hindus to ask them about their beliefs and practices.

Individual, community and society:

The use of tilaks as a mark of belonging

The impact of following dharma and the theory of karma on daily life.

The impact of ahimsa on daily life including many Hindus being vegetarian.

The expression of belief through the architecture and features of the mandir.

The life and work of a Hindu whose faith impacts (or impacted on) their

term 'religion'.

actions e.g. Mahatma Gandhi, Sannyasins,

The importance of rites of passage, the four stages of life (ashramas) in terms of religious identity and fulfilling dharma.

Varying cultural expressions of the Hindu faith as seen through the creative arts, particularly dance and performance.

The role of the Hindu community in charity work as an expression of dharma. E.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha

Suggested Core Knowledge for Islam

Disciplinary Lens

Key Stage 1

Key Stage 2

Theology:

Thinking through believing.

Theology enables pupils to grapple with questions that have been raised by religions and beliefs over the centuries.

It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. It involves investigating key texts and traditions within different religions and belief systems, exploring the ways in which they have been used as authoritative for believers and the ways in which they have been challenged, interpreted and disregarded over time. It assesses the key ideas of a religion or belief system as well as exploring the significance of

Systematic Theology:

God: Belief in one God. Muslims use Arabic word 'Allah' for God. Narratives about the importance of the oneness of God.

God as creator.

Muhammad: Prophet Muhammad as the final messenger. Narrative accounts of Muhammad's life and teachings.

The story of the building of the Ka'ba by Ibrahim and re-building by Muhammad.

Textual Theology:

The Qur'an is written in Arabic.

The Qur'an as a revealed scripture to Muhammed.

The Hadith as a collection of sayings.

Systematic Theology:

Tawhid: Shahadah as declaration of faith and as the first of the five pillars. Allah is one (Tawhid) and has no partners or equals. There are 99 names of Allah which describe his qualities and attributes. Allah as creator of the universe.

Creation: Allah as creator of the Universe. Surah's which teach about the wonder of creation (Surahs 16, 66-70, 77-83)

Prophethood: Allah has sent prophets to give guidance, for example Adam, Ibrahim, Musa, Isa.

Muhammad: Muhammad as the seal of the prophets, the final messenger. Events in the Life of Muhammad such as the Night of Power and move to Madinah.

Revelation: The Qur'an contains the actual words of God. The opening Surah, Al_Fatihah,

Six Articles of Sunni Belief: Belief in Allah, angels, books, prophets, day of judgement and destiny of good and evil.

Khalifah: Humans as Allah's servants, entrusted by Allah to obey Him and carry out His will on earth and be His representative.

Akhirah: The idea of judgement day and the imagery of paradise as a garden and hell as fire.

Textual Theology:

Consideration of genre, authority, context, reliability and audience in relation to the Qur'an and Hadith.

The value and importance of recitation of the Qur'an, and the title of 'hafiz'.

Historical Theology:

experience on the claims made by religious and non-religious people.

Examples of key teachings from religious teachers such as

XXXX

Examples of how experiences have impacted on beliefs e.g the impact of idol worship on Muhammad's message

Impact of the spread of Islam as a global faith XXXX

Philosophy:

Thinking through thinking.

Philosophy enables pupils to grapple with questions that have been raised about knowledge, meaning, existence and morality.

It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence. It is the process of reasoning that lies at the heart of philosophy. Studying the works of great philosophers is part of developing an

Metaphysics:

The word 'God' as a name.

The nature of a question

The meaning of the word 'know'.

Awareness of the world around them through the senses

Logic:

The nature of a reason

Use of the word 'because'

Recognise a reason in a religious or belief text

Moral Philosophy:

Make links between belief and behaviour, particularly through the study of religious and belief narratives.

How people make decisions e.g. impact of family and rules.

Metaphysics:

Varying views about the existence of God

Elementary study of the philosophy of religion

Varying views about the reasons for suffering in the world, including awareness of different types of suffering

Difference between knowledge, belief and opinion.

The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.

The work of one or two key philosophers such as Socrates, Plato or Aristotle.

An example of a philosopher from the Muslim tradition e.g. XXX

Logic:

The nature of a philosophical question

Debates about whether some things can be proven

The nature of a coherent and reasoned argument

Awareness of divergence of opinion

Creation of balanced arguments

understanding of philosophy. Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE these are metaphysics, logic and moral philosophy

Human /Social Sciences:

Thinking through living.

The human/social sciences enable pupils to grapple with questions about the lived and diversity reality of religion and belief in the world.

It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies. Pupils will investigate the ways in which religions, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote

Nature of Religion:

The use of the term 'Muslim' and what it means.

The terms 'religion' and 'worldview'

The Muslim tradition began in the Saudi Arabia but has spread across the world.

Practices and Expression:

Masjid or mosque: The variety of types of mosque in the local area, including converted buildings. The mosques and community centres in Norwich as examples of how the Muslim community meets the needs of the local population. Key features of a mosque which express Muslim belief.

The Five Pillars of Islam: In particular salah, and the associated practice of wudu.

Symbolism and artefacts: Use of Tasbih to explore the 99 names of Allah.

The respect given the Qur'an as a sacred text.

Muslim art such a calligraphy and geometric designs

Moral Philosophy:

Influences on moral decision making such as experience, family, history, culture or community (including religious communities). Introduction to ethical theory such as utilitarianism or hedonism.

Making connections with theological understandings of right and wrong.

Investigation of moral issues such as poverty and wealth, peace and conflict or justice and injustice.

Nature of Religion:

Different ways in which people understand the term 'religion' both within and outside of religious adherence.

The meaning of the word 'Islam' as the Arabic word for peace. It also means submission or wholehearted acceptance. Muslims means 'one who submits'.

Awareness of the diverse nature of Islam locally, nationally and globally.

Practices and Expression:

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.

Diversity: Awareness of the three main Muslims traditions- Sunni, Shia and Sufi. Awareness of diversity of expression, particularly in relation to the pictorial presentations.

The Five Pillars of Islam: The main religious duties of a Muslim. Salah, Sawm, Zakah and Hajj.

Individuals: Meeting individual Muslims to ask them about their beliefs

better understanding of the ways in which religions and beliefs influence people's understanding of power, gender, compassion, and so on. It also enables pupils to consider the nature of religion itself and the diverse ways in which people understand the term 'religion'.

Varying Muslim cultural dress.

Individual, community and Society:

The role of festivals such as Eid-ul-Fitr and Eid-ul-Adha in bringing the muslim community together.

The role of ceremonies, such as Aqiqah in helping children learn about Islam.

The role of the Madrassah in helping young Muslims understand their faith.

and practices.

Individual, community and society:

The importance of Muslims teachings in relation to general conduct and good manners.

The varying expression of belief through the architecture and features of the mosque.

The role of the imam and mosque in social welfare.

The ways in which Muslim belief impacts of diet and modesty, and variations of practice, including cultural differences.

The custom and practice of Muhammad (Sunnah) and its influence on how Muslims live their lives today.

The life and work of a Muslim whose faith impacts (or impacted on) their actions e.g. XXXX

The importance of Ramadan and the two Eid festivals in terms of religious identity and Ummah (community of Muslims).

The role of the Muslim community in charity work as an expression of Zakah (almsgiving) e.g. Islamic Relief

The importance of Jumma (Friday) prayers for uniting the Muslim community.

Suggested core knowledge for one non-religious worldview: Humanism³

| Disciplinary Lens | Key Stage 1 | Key Stage 2 |
|--|--|--|
| <p>Theology: Thinking through believing.</p> <p>Theology enables pupils to grapple with questions that have been raised by religions and beliefs over the centuries.</p> <p>It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. It involves investigating key texts and traditions within different religions and belief systems, exploring the ways in which they have been used as authoritative for believers and the ways in which they have been challenged, interpreted and disregarded over time. It assesses the key ideas of a religion or belief system as well as exploring the significance of experience on the claims made by religious and non-religious people.</p> | <p>Atheism: The belief that there is no god. The supernatural does not exist.</p> <p>Humanity: The value of human beings and importance of being good to one another. The value of curiosity.</p> <p>One Life: The importance of how you live your life now.</p> <p>Golden Rule: Treat others as you would like to be treated.</p> <p>Quotations and writings of Humanists, particularly from the British Humanist Association. E.g. Robert Ingersoll, Karl Popper</p> | <p>Atheism: The absence of belief in a god or gods. The material world as the only one people can know exists.</p> <p>Agnosticism: The absence of belief that people can ever know if there is a god.</p> <p>Rationalism: The belief that people should use reason, empathy, compassion and respect when deciding how to behave. Science as the best method to understand the universe.</p> <p>One Life: The absence of food or persuasive evidence for an afterlife, thus making the most of the one life now. Humanism as a positive life stance.</p> <p>Happiness: The importance of finding one's own way in order that life is meaningful. The importance of making the most of life. Happiness as more than pleasure.</p> <p>Examples of writings such as those by Robert Ingersoll, John Stuart Mill,</p> <p>The willingness of humanists to adapt beliefs in light of new evidence e.g. the importance of the theory of evolution for Humanists</p> <p>The diversity of humanist thought throughout history and around the world. E.g. the value of the psychological desire for truth (Socarates)</p> <p>The absence of sacred texts and divine rules.</p> |

³ Much of the core knowledge for humanism is taken from the following resource: <https://understandinghumanism.org.uk/planning-guidelines/>

Philosophy:

Thinking through thinking.

Philosophy enables pupils to grapple with questions that have been raised about knowledge, meaning, existence and morality.

It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence. It is the process of reasoning that lies at the heart of philosophy. Studying the works of great philosophers is part of developing an understanding of philosophy. Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE these are metaphysics, logic and moral philosophy

Metaphysics:

The word 'God' as a name.
The nature of a question
The meaning of the word 'know'.
Awareness of the world around them through the senses

Logic:

The nature of a reason
Use of the word 'because'
Recognise a reason in a religious or belief text

Moral Philosophy:

Make links between belief and behaviour, particularly through the study of religious and belief narratives.
How people make decisions e.g. impact of family and rules.
For Humanists the importance of reason and empathy.

Metaphysics:

Varying views about the existence of God
Varying views about the reasons for suffering in the world, including awareness of different types of suffering
Difference between knowledge, belief and opinion.
The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.
The work of one or two key philosophers such as Socrates, Plato or Aristotle.
An example of a philosopher from the humanist tradition e.g John Stuart Mill.

Logic:

The nature of a philosophical question
Debates about whether some things can be proven
The nature of a coherent and reasoned argument
Awareness of divergence of opinion
Creation of balanced arguments

Moral Philosophy:

Influences on moral decision making such as experience, family, history, culture or community (including religious communities).
Introduction to ethical theory such as utilitarianism or hedonism.
Making connections with theological understandings of right and wrong.
Investigation of moral issues such as poverty and wealth, peace and conflict or justice and injustice.
Importance of reason and empathy when making decisions.
Consideration of consequences of action.

Human /Social Sciences:

Thinking through living.

The human/social sciences enable pupils to grapple with questions about the lived and diversity reality of religion and belief in the world.

It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies. Pupils will investigate the ways in which religions, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote better understanding of the ways in which religions and beliefs influence people's understanding of power, gender, compassion, and so on. It also enables pupils to consider the nature of religion itself and the diverse ways in which people understand the term 'religion'.

Nature of Religion:

The use of the term 'Humanist' and what it means.

The terms 'non-religious worldview'.

Practices and Expression:

Ceremonies: Naming ceremonies held by some humanists.

Celebrations: Festivals celebrated as cultural traditions such as Christmas.

Symbols: The Happy Human Symbol and its meaning.

Individual, community and Society:

The role of ceremonies, such as naming and weddings to celebrate loving relationships.

The impact of thinking about consequences of action and how others will feel when making decisions.

Nature of Religion:

Different ways in which people understand the term 'religion' both within and outside of religious adherence.

The nature of humanism as a philosophy, life stance of approach to life.

Practices and Expression:

Ceremonies: The diverse ways in which Humanists mark key moments e.g. birth, weddings, funerals

Natural World: The value of the natural world and feats of human creativity as places to enjoy and celebrate.

Individuals: Meeting individual Humanists to ask them about their beliefs and practices. E.g. the local Humanist chaplain at the Norfolk and Norwich Hospital

Individual, community and society:

The importance of the arts and sciences in celebrating human achievement.

The importance of love and relationships in giving meaning to life and impacting on decisions that are made.

Importance of cultural celebrations in bringing people together with shared human values.

Impact of humanist beliefs on the way humans treat animal life and the environment.