

### Religious Education Coverage

	Autumn 1 Theology 1	Autumn 2 Human/Social Sciences 1	Spring 1 Theology 2	Spring 2 Human/Social Science 2 (Yr1-Yr3) or Philosophy (Yr4-Yr6)	Summer 1 Philosophy	Summer 2
<p><b>EYFS *</b> ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><u>Norfolk Agreed Syllabus 2019</u> Children should encounter Christianity and at least 1 other world view.</p> <p><b>FESTIVALS</b></p>	<p><b>No specific enquiry as children will be settling into school.</b> However, it is likely that any RE teaching will be more likely to be based in a family context as children talk about their own family beliefs and customs.</p> <p><b>Jewish festival Sukkot- 2/10/20 to 9/10/20</b> (role play area could be set up as a Sukkah hut for this week?)</p>	<p><b>Theology Unit</b> Adult led RE teaching may include:</p> <ul style="list-style-type: none"> <li>● <b>Enquiry : Why does Christmas matter to Christians?</b></li> <li>● <b>Religion/s: Christianity</b></li> <li>● <b>Core knowledge:</b></li> <li>● The bible as a sacred text for Christians.</li> <li>● The Christmas story narrative.</li> <li>● Concept of incarnation (God becoming man)</li> </ul> <p><b>Diwali- Hindu festival of lights. 14/11/20</b> (make diva lamps, read story of Rama &amp; Sita)</p>	<p><b>Human/social Science Unit</b> Adult led RE teaching may include:</p> <ul style="list-style-type: none"> <li>● <b>Enquiry: What ceremonies and festivals have you taken part in?</b></li> <li>● <b>Religion: Depends on the children’s beliefs.</b></li> <li>● Identify simple features of religious life and practice in a family context.</li> <li>● Children to talk about religious events they see or hear about.</li> </ul> <p><b>Chinese New Year: 12/2/21</b> (how do they celebrate? What do you want to find out about it?)</p>	<p><b>Theology Unit</b> Adult led RE teaching may include:</p> <ul style="list-style-type: none"> <li>● <b>Enquiry: How do people celebrate Easter?</b></li> <li>● <b>Religion: Christianity</b> Focus on the Easter story.</li> <li>● Can children retell the story using props?</li> <li>● Why is it important to Christians?</li> <li>● Introduce the cross as a significant symbol for Christians.</li> </ul> <p><b>Easter including Shrove Tuesday, Palm Sunday &amp; Easter story.</b></p>	<p><b>Philosophy Unit</b> Adult led RE teaching may include:</p> <ul style="list-style-type: none"> <li>● <b>Enquiry: What is right and wrong?</b></li> <li>● <b>Religion: Christianity.</b></li> <li>● <b>Core Knowledge</b></li> <li>● Make links between belief and behaviour</li> <li>● Creation story and the ‘fall of man’ (Christianity)</li> </ul> <p><b>Muslim holiday Ramadan: 12/4/21- 11/5/21</b></p>	
<p><b>Year 1</b></p> <p>Focus religions; Christianity Judaism</p>	<ul style="list-style-type: none"> <li>● <b>Enquiry: What does it mean to belong to the Jewish community?</b></li> <li>● <b>Religion/s: Judaism</b></li> <li>● <b>Core knowledge:</b></li> <li>● Key vocabulary associated with the study of Judaism.</li> <li>● Shabbat and the importance of home and the family life.</li> </ul> <p>The Synagogue and the various ceremonies that take place within it.</p>	<ul style="list-style-type: none"> <li>● <b>Enquiry: What do Jews remember at Passover?</b></li> <li>● <b>Religion/s: Judaism</b></li> <li>● <b>Core knowledge:</b></li> <li>● The Concept of One God</li> <li>● The Torah as the five books of Moses written in Hebrew.</li> <li>● Narratives about the lives of Jewish Descendants (Moses)</li> </ul>	<p><b>Enquiry : What do Christians believe God is like?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s: Christianity</b></li> <li>● <b>Core knowledge:</b></li> <li>● Introduction of key theological vocabulary such as ‘God’</li> <li>● Concept of one God.</li> <li>● The bible as a sacred text for Christians.</li> </ul>	<p><b>Enquiry : What does it mean to be part of a religious family?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s: Christianity,</b></li> <li>● <b>Core knowledge:</b></li> <li>● Key vocabulary associated with Christianity.</li> <li>● The Local church(es) symbolism and artefacts as expressions.</li> <li>● Visit to local church and talk to local community believers &amp; discuss important artefacts/symbols for believers.</li> </ul>	<p><b>Enquiry : What questions do religious stories make us ask? Can we find any answers?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:Christianity/Judaism</b></li> <li>● <b>Core knowledge:</b></li> <li>● Creation story and the ‘fall of man’ (Christianity)</li> <li>● The nature of a question.</li> <li>● Awareness of the world around them through the senses.</li> </ul>	
<p><b>Year 2</b></p> <p>Focus religions; Christianity Hinduism</p>	<p><b>Enquiry : Why are symbols and artefacts important to some people?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s: Hinduism</b></li> <li>● <b>Core knowledge:</b></li> <li>● Key Vocabulary associated with the study of Hinduism</li> <li>● Dharma, symbolism and the centrality of the home in the Hindu tradition.</li> <li>● Importance of gatherings for worship, dramatic storytelling and celebration.</li> </ul>	<p><b>Enquiry : What might Hindus learn from the Diwali Narrative?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s: Hinduism</b></li> <li>● <b>Core knowledge:</b></li> <li>● Concepts of Brahman and Avatars</li> <li>● Hindu Holy Books including the Ramayana</li> <li>● Diwali narrative- concept of good over evil.</li> <li>● How do festivals/celebrations bring people together?</li> </ul>	<p><b>Enquiry : What do religious people believe about God?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s: Christianity</b></li> <li>● <b>Core knowledge:</b></li> <li>● Introduction of key theological vocabulary such as ‘God’</li> <li>● The Bible as a sacred text for Christians.</li> <li>● Concept of The Trinity. God the Father, Son &amp; Holy Spirit. (Christianity)</li> </ul>	<p><b>Enquiry: What happens in the daily life of a Christian?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s: Christianity</b></li> <li>● <b>Core Knowledge:</b></li> <li>● Key vocabulary associated with Christianity.</li> <li>● The importance of rites of passage, worship gathering and celebrations. (e.g. baptism, confirmation, weddings)</li> </ul>	<p><b>Enquiry: How do people decide what is right and wrong?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s: Christianity/Hinduism</b></li> <li>● <b>Core knowledge:</b></li> <li>● Make links between belief and behaviour</li> <li>● The Story of The Good Samaritan (Christianity)</li> <li>● Link to Diwali symbolizing the victory of good over evil, light over darkness/knowledge over ignorance.</li> </ul>	

<p>Year 3</p> <p>Focus religions; Christianity Islam (Humanist)</p>	<p><b>Enquiry : What do Muslims believe about God?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Islam</li> <li>● <b>Core knowledge:</b> The life and teachings of the Prophet Muhammad and the six articles of Sunni belief.</li> </ul>	<p><b>Enquiry: What difference does being a Muslim make to daily life? What does it mean to be a Muslim?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Islam</li> <li>● <b>Core knowledge:</b> Diversity of expression, customs and practises within Islam and their impact on daily life.</li> </ul>	<p><b>Enquiry – What do Christians learn from the creation story?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Christianity</li> <li>● <b>Core knowledge:</b></li> <li>● Key concept of Creation and the fall of man.</li> <li>● Sources of Authority such as the Bible, creeds, tradition and different genres and interpretations.</li> </ul>	<p><b>Enquiry – How do religious groups contribute to society and culture in the local area?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Christianity</li> <li>● <b>Core knowledge:</b></li> <li>● The impact of Christian teaching on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.</li> </ul>	<p><b>Enquiry: What is the difference between believing and knowing?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Christianity/Islam</li> <li>● <b>Core knowledge:</b></li> <li>● Muslim perspectives on moral issues including the idea of intention.</li> <li>● The importance of love and forgiveness within Christian tradition</li> </ul>	
<p>Year 4</p> <p>Focus religions; Christianity Buddhism Multi-faith</p>	<p><b>Enquiry: What do Buddhists believe about God?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Buddhism</li> <li>● <b>Core knowledge:</b></li> <li>● Concepts: the Buddha, Four Noble truths, the cycle of birth, death and rebirth, and the Five Precepts.</li> <li>● The varying beliefs about God.</li> <li>● How Buddha’s experience impacted on beliefs.</li> </ul>	<p><b>Enquiry:How do Buddhists express their religious beliefs in Modern Britain and China?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Buddhism</li> <li>● <b>Core knowledge;</b></li> <li>● Key vocabulary and global diversity associated with the study of Buddhism.</li> <li>● Meditation and study, festivals, pilgrimage and symbolism.</li> <li>● Varying practice, and the importance of looking after the environment.</li> </ul>	<p><b>Enquiry - What is the Trinity?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Christianity.</li> <li>● <b>Core knowledge:</b></li> <li>● Concept of God the Trinity.</li> <li>● Sources of authority such as the Bible.</li> <li>● Key teachings from important Christian thinkers.</li> </ul>	<p><b>Enquiry: How do people respond to issues of poverty and justice?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s;</b> Buddhism/Christianity</li> <li>● <b>Core knowledge:</b></li> <li>● Buddhist perspectives on moral issues. The links between the suffering and the four noble truths</li> <li>● Christian perspectives on moral issues. Christian community in charity work.</li> </ul>	<p><b>Enquiry: Can people come back to life?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Christianity/Hinduism</li> <li>● <b>Core knowledge:</b></li> <li>● The different views of each religion about the nature of knowledge, meaning and existence.</li> </ul>	
<p>Year 5</p> <p>Focus religions; Christianity Sikhism Multi-faith</p>	<p><b>Enquiry: How do Sikhs make sense of the world?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Sikhism</li> <li>● <b>Core knowledge:</b></li> <li>● Concepts: Ik Onkar, Equality, hukam and Samsara.</li> <li>● The life and teachings of the 10 Gurus.</li> <li>● Stories from the life of Guru Nanak. (janamaskhis)</li> </ul>	<p><b>Enquiry: What does it mean to be part of a global religious/ worldview community?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Sikhism</li> <li>● <b>Core knowledge:</b></li> <li>● Key vocabulary and global diversity associated with the study of Sikhism, including the term Sikhi.</li> <li>● The diversity of practice including Gurdwara, festivals and ceremonies such as Amrit.</li> <li>● Symbolism including varying practice of wearing the 5Ks.</li> <li>● Importance of values in the sikh tradition.</li> <li>● Global importance of Amrtisar and the Golden Temple.</li> </ul>	<p><b>Enquiry: How do people make moral decisions?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Christianity/Judaism</li> <li>● <b>Core knowledge:</b></li> <li>● Christian perspectives on moral issues. Ethical theory, including the importance of love and forgiveness within Christian tradition.</li> <li>● Jewish perspectives on moral issues including the impact of the 613 mitzvot, especially the 10 commandments. The importance of loving one’s neighbour.</li> </ul>	<p><b>Enquiry: What differences does the resurrection make for Christians?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Christianity</li> <li>● <b>Core knowledge:</b></li> <li>● <b>Concept:</b> Creation and fall, God (Trinity), Incarnation, and Salvation.</li> <li>● Sources of authority such as the Bible.</li> <li>● Key teachings from important Christian thinkers.</li> </ul>	<p><b>Enquiry: Is being happy the greatest purpose in life?</b></p> <ul style="list-style-type: none"> <li>● <b>Religion/s:</b> Christianity/Sikhism/Buddhism</li> <li>● <b>Core knowledge:</b></li> <li>● The different views of each religion about the nature of knowledge, meaning and existence.</li> <li>● <b>Christianity:</b> Ethical theory, including the importance of love and forgiveness within the Christian tradition.</li> <li>● <b>Buddhism:</b> Buddhist perspectives on moral issues and consideration of the consequences of action in relation to karma.</li> <li>●</li> </ul>	

<p><b>Year 6</b></p> <p><b>BIG QUESTIONS-</b> Children to compare and contrast religious views based on their previous knowledge of the religions.</p>	<ul style="list-style-type: none"> <li>● <b>Enquiry: creation and science; conflicting or complementary?</b></li> <li>● <b>Religion/s: Multi</b></li> <li>● <b>Core knowledge:</b></li> <li>● <b>Christianity:</b> Knowledge of Christian narrative of creation.</li> <li>● <b>Sikhism:</b> The Transcendent God expressed Itself in “Naam” and “Sabad”</li> <li>● <b>Islam:</b> Concept/beliefs about creation</li> </ul> <p><u>Science knowledge:</u> Evolution of man. Big Bang Theory.</p>	<ul style="list-style-type: none"> <li>● <b>Enquiry: Does Religion bring peace, conflict or both?</b></li> <li>● <b>Religion/s: Multi</b></li> <li>● <b>Core knowledge:</b></li> <li>● <b>Christianity-</b> Key vocabulary and global diversity of Christianity. Impact of Christian teaching on daily life, cultural expressions of the Christian faith.</li> <li>● <b>Islam-</b> Key vocabulary and global diversity associated with the study of Islam.</li> </ul> <p>Diversity of expression, customs and practices within Islam and their impact on Daily life.</p> <p>(Historical examples such as 9/11/01)</p>	<ul style="list-style-type: none"> <li>● <b>Enquiry: Is believing in God reasonable?</b></li> <li>● <b>Religion/s: Multi</b></li> <li>● <b>Core knowledge:</b></li> <li>● The different views about the nature of knowledge, meaning and existence.</li> <li>● <b>Christianity:</b>The Trinity, Father,Son, Holy Spirit</li> <li>● <b>Judaism:</b> One God</li> <li>● <b>Hinduism:</b> Many Gods</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Enquiry: How do religious groups contribute to society and culture across the world?</b></li> <li>● <b>Religion/s: Multi</b></li> <li>● <b>Core knowledge:</b></li> <li>● <b>Buddhist;</b> Varying practise, and the importance of looking after the environment</li> <li>● <b>Christianity:</b> The impact of Christian teachings on daily life, cultural expressions of the Christian faith and the role of the Christian community in charity work.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Enquiry: What can we learn about the world/knowledge/ meaning of life from the great philosophers?</b></li> <li>● <b>Religion/s: Muti</b></li> <li>● <b>Core knowledge:</b></li> <li>● The work of one key Christian philosopher.</li> <li>● Examples of the writing of a Humanist Philosopher</li> <li>● Buddhist perspectives.</li> </ul>	
--	--	---	---	---	---	--

Theology
Philosophy
Human/Social Sciences

\*EYFS: In the moment planning means that where RE is taught, it is developed from the interest of the individual children. The outcome of this teaching is documented by teachers and adults through observation and assessment ‘in the moment’.