



Kessingland Church of England Primary Academy

Religious Education: Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS	What is good/bad? What is right and wrong?	INCARNATION - What does the nativity story teach Christians about Jesus?	CREATION – How did the Universe come to be?	SALVATION - What does the cross mean for Christians?	What does the word religion/ God mean? Religious stories?	Why is water an important symbol? Celebration/ baptism?
		Christianity	Christianity	Christianity	Christianity	Christianity
KS1 (A)	GOD – What do Christians believe God is like?	Why is light an important symbol?	CREATION - Who made the world? Was the world created?	Why is learning to do good deeds important to Jewish people?	Why are prayers and blessings important for Jewish people?	What might Christians learn about God from stories?
	Christianity	Christianity, Hinduism, Judaism	Christianity	Judaism	Judaism	Christianity
KS1 (B)	RIGHT AND WRONG - Do we need to say sorry when we have done things wrong?	INCARNATION - Why does Christmas matter to Christians?	GOSPEL - What is the Good News that Jesus brings?	SALVATION - Why does Easter matter to Christians?	What is Philosophy? What is right and wrong?	What do my senses tell me about the world or religion and belief?
	Judaism	Christianity	Christianity	Christianity	Humanism	Hinduism
LKS2 (A)	How do people express a commitment to a worldwide view?	What do Muslims believe about God?	CREATION - What do Christians learn from the Creation Story?	Is God real?	PEOPLE OF GOD - What is it like to follow God?	How does belonging to the Muslim community impact a Muslim's daily life?
	Sikhism, Judaism, Islam, Christianity	Islam (Christian)	Christianity	Christianity (Atheist/agnostic)	Christianity (Judaism)	Islam
LKS2 (B)	RIGHT AND WRONG - What can we learn from religions about right and wrong?	INCARNATION/ GOD - What is the Trinity?	GOSPEL - What kind of world did Jesus want?	SALVATION - Why do Christians call the day Jesus died 'Good Friday'?	KINGDOM OF GOD - When Jesus left, what was the impact of Pentecost?	What do we mean by truth? Is seeing, believing?
	Humanism, Christianity, Judaism	Christianity	Christianity	Christianity	Christianity	Christianity, Sikhism
UKS2 (A)	GOD - What does it mean if God is Holy and loving?	What do Hindus believe about God?	CREATION - Creation and Science: conflicting or complimentary?	Why is the Bhakti an important pathway to Moksha?	PEOPLE OF GOD - How can following God bring freedom and justice?	What can we learn from different religions about death?
	Christianity	Hinduism(Christianity)	Christianity	Hinduism	Christianity	Christianity, Islam, Humanism, Hinduism
UKS2 (B)	What does it mean to be human? Is being happy the greatest gift of life?	INCARNATION - Was Jesus the Messiah?	GOSPEL - What would Jesus do?	SALVATION - What difference does the resurrection make to Christians?	KINGDOM OF GOD - What kind of king is Jesus?	Why is there so much diversity or belief within Christianity?
	Christianity/Humanism	Christianity	Christianity	Christianity	Christianity	Christianity

Vision Statement:

We share the same vision as the Church of England Statement of Entitlement, that Religious Education in a church school should enable every child to flourish and live life in all its fullness (John 10:10).

Religious Education is a statutory requirement for all church schools and prepares pupils for opportunities, responsibilities and experiences of life in modern Britain. We believe that Religious Education at Kessingland Church of England Primary Academy should be high quality and support religious literacy. We follow the Norfolk Agreed Syllabus and within this context, being - religiously literate means that our children will have the skills to be able to hold balanced and well-informed conversations about religion and worldviews.

Our teaching of RE is rooted in a multi-disciplinary understanding of the subject. This ensures that pupils are seeing religion and worldviews through different lenses and places RE within a strong, and well-established academic tradition. Religious Education is delivered through a creative and engaging curriculum rich in discussion and debate. Pupils explore questions of meaning, ethics and morals to help build pupil character and skills that will continue to be built upon in adulthood.

The central part of our Religious Education is Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. However, as an inclusive school and community we want our children to learn about a range of religions and worldviews to foster respect for others, drawing on similarities and common themes and values.

In line with the Norfolk Agreed Syllabus, our Religious Education teaching is rooted in three key disciplinary fields. These are theology, philosophy and the human and social sciences.

Through this approach, we want our pupils to be well-informed and hold balanced views because they will have a breadth and depth of understanding validated by knowledge across a balance of the three disciplines.

Domains of knowledge:

Discipline	
Theology – thinking through believing	There are four strands for theology: <ul style="list-style-type: none"> • Where beliefs come from • How beliefs change over time • How beliefs relate to each other • How beliefs shape the way believers see the world.
Human and Social Sciences – thinking through living	There are three strands for philosophy: <ul style="list-style-type: none"> • The nature of knowledge, meaning and existence • How and whether things make sense • Issues of right and wrong, good and bad
Philosophy	There are three strands for human/social sciences: <ul style="list-style-type: none"> • The diverse nature of religion • Diverse ways in which people practice and express beliefs • The ways in which beliefs shape individual identify, and impact on communities and society and vice versa.

Religions and Worldviews

Religion/Worldview		
Christianity	God	The existence of God – Father, Son and Holy Spirit
	Creation	The universe and human life are God’s creation. Humans are made in the image of God.
	Fall	Sin, the separation between God and humans. The idea that humans are ‘fallen’ and in need or rescue (salvation).
	People of God	Choosing people to restore the relationship with God following the ‘Fall’.
	Incarnation	Jesus as God in the flesh, God came to live amongst humans.
	Gospel	‘Good News’. Jesus’ life, teaching and ministry to show what it means to live in a relationship with God.
	Salvation	Jesus’ death and resurrection to deal with sin and offer forgiveness, restoring the relationship between God and humans.
	Kingdom of God	God’s ideal for human life in the wold – a vision of life lived in the way God intended for human beings.

Hinduism	Brahman	One ultimate reality or life force
	Atman	Every living things contains a bit of Brahman that gives it its life – the atman.
	Deities	Many different deities (gods/ goddesses) help Hindus understand Brahman, the Ultimate Reality.
	Trimurti	Three key deities that help Hindu’s understand Braham – Vishnu (preserver), Brahma (creator), Shiva (destroyer).
	Samsara	The cycle of life – birth, life, death, reincarnations
	Moksha	The ultimate goal of the atman’s journey around samsara is moksha. Moksha is the liberation from samsara.
	Dharma	Dharma is duty. Each Hindu can achieve liberation from samsara by doing its duties in each lifetime.
Islam	Allah (God)	Belief in one God – Allah, the only ruler of the universe.
	Prophets	Allah sent prophets – special messengers highly respected by Muslims.
	Creation	All things are created in harmony and God wants it to stay that way.
	Sharaiah	The straight path given by God to keep things in harmony – studying the natural world, Qu’ran and following the teachings of the prophets.
	Judgement day	After death, deeds are weighed and everyone is dealt with in the way they have lived their lives.
Judaism	God	The belief in One God.
	Creation	Humans are made in the image of God. The universe and human life are God’s creation.
	Covenant	God enters into a series of covenants (contracts) with his chosen people – expectations for moral and social behaviour.
	Tefillah	Prayer – an integral part of everyday life.
	Mitzvot	Commandments and duties given as a covenant with God’s chosen people that they are expected to keep.
Humanism	Atheism	The absence of belief in a god or gods. The supernatural does not exist.
	Agnosticism	The absence of belief that people can ever know if there is a God.
	One Life	Humanism is a positive life stance. The importance of how you live your life now.
	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.
	Golden Rule	Treat others as you would like to be treated.

Key Concepts:

Texts and sources of authority	Exploring different sources of authority and texts used to guide different religions and worldviews. Describing interpretations and the reliability and authenticity of these texts.
Beliefs about God	Understanding different religions and worldviews and their belief about the existence of a God.
How beliefs relate to each other	The connections between different beliefs studied within a religion or worldview. Key theological similarities and differences.

Practice and expression of belief	The way in which believers' daily lives, communities and society are influenced by beliefs, and practised locally, nationally and globally.
Questions about knowledge, meaning and existence	Analysing and answering philosophical questions about the world around them and linked to meaning and existence.
Morality – right and wrong, good and evil	Exploring a range of answers to ethical and moral questions/ issues.

End point 1: Theology

Pupils will have the ability to ask questions that BELIEVERS would ask. Explore questions and answers that arise from religions and worldviews through a range of religious texts and sources of authority.

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	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.
	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 within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews	Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities and differences between and within religions and worldviews	Explain connections between different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews
D. How beliefs shape the way believers see the world and each other	Give an example of how _____ use beliefs to guide their daily lives	Give different examples of how _____ beliefs influence daily life	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others

End point 2: Human and Social Sciences

Pupils will have the ability to THINK through LIVING. Explore questions and answers that relate to how religion and worldviews impact on believers' daily lives.

Human/Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
B. Diverse ways in which people practise and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

End Point 3: Philosophy

Pupils will have the ability to ask questions that THINKERS would ask and think like philosophers. Explore questions and answers by considering the nature of knowledge, existence and morality.

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