

RE at Antingham & Southrepps - We are Theologists and Philosophers

Our Curriculum Drivers:

Aspirations	To have high aspirations for my future and know all of the available opportunities open to me
Independence	To have the independence to be able to reach my full potential and take responsibility
Mental and Physical Health	To value my own self-worth to be the best I can be
Resilience	To have the courage to bounce back from failure or challenges and grow as an individual

The Religious Education curriculum at Antingham and Southrepps Primary School and Nursery has been designed to develop pupils' understanding of their own beliefs and the beliefs of others. Through an enquiry, big question based approach we aim to deliver a curriculum which is accessible to all and will equip pupils with the knowledge, experiences and skills required for adult life, employment and life-long learning in our diverse, modern society. We want Antingham pupils to leave our school with the ability to hold balanced and well-informed conversations about a variety of religions and worldviews. We want our pupils to ask questions about our world and understand the world around them by **learning about** religion and belief and by **learning from** religion and belief.

Our religious education curriculum promotes tolerance, compassion, equality and enables pupils to combat prejudice. Religious Education at Antingham and Southrepps Primary School and Nursery plays an important role, along with other curriculum areas (particularly PSHE and British values) in the promotion of the spiritual, moral, social and cultural development of our pupils. Our RE curriculum allows opportunities for our pupils to discuss and share their thoughts and opinions as well as the time to research and present information and knowledge acquired.

The RE curriculum will be taught in accordance with The Norfolk Agreed Syllabus and will ensure lessons will:

- provoke challenging questions about the ultimate meaning and purpose of life, what is right and wrong, the nature of reality and the being of God develop pupils' knowledge and understanding of Christianity, other principal religions, other religious beliefs and worldviews that offer answers to such questions
- develop pupils' knowledge and understanding of Christianity, other principal religions, other religious beliefs and worldviews that offer answers to such questions
- develop pupils' awareness and understanding of religious beliefs, teachings, practices, forms of expression and the influence of religion on individuals, families, communities and cultures
- encourage pupils to learn from the diversity of religions, religious beliefs and worldviews while affirming their own faith or search for meaning challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- encourage pupils to develop their sense of identity and belonging and enable them to flourish individually within their own communities, and as citizens in a plural society and the global community
- help prepare pupils for adult life and employment by enabling them to develop respect and sensitivity to others - in particular those with different faiths and beliefs - and equipping them to combat prejudice and discrimination.

Our school assemblies, theme days, enrichment opportunities, whole school events, service to others, community links, allow further opportunities for children to explore how other people live their lives and the philosophy, beliefs, customs and traditions from around the world. For example, each year the whole school takes part in celebrating Chinese New Year, Thanksgiving and Diwali. We have connections to the local church and the vicar at Greshm's School is a regular visitor where he leads assemblies as well as being a school governor. Our PSHE lessons also contributes to the teaching of R.E. where moral dilemmas and British Values are explored.

Parents do have the right to withdraw pupils from our RE lessons. If parents wish to do this, they must make an appointment with the Head of School. The school does not support selective withdrawal from RE and strongly advises against it as we believe all children benefit from having an understanding and respect for all faiths, customs and beliefs.

RE Progression Milestones

RE in the EYFS Classroom

Four to five year-olds begin to ask questions about themselves and other	<p>What is important to me?</p> <p>Why do people do things differently? Why does my family/community celebrate events like this and your family/community celebrate events differently or not at all? Which is the 'right' way?</p> <p>What do I believe? Why do people have different opinions and views to me?</p> <p>What happens to people when they die?</p> <p>Where was I before I was born?</p> <p>What is right and what is wrong?</p>
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It is important to encourage children to ask questions and explore answers which can	support children to develop emotionally, spiritually and morally support their developing thinking skills, both abstract and imaginative help them find out about themselves, their family and community help them to develop a sense of place in their family and community, in the world and in the universe help them learn about similarities and differences between themselves and others, and among families, communities, and traditions
RE can also contribute to children's development of Characteristics of Effective Learning in particular with regard to	Making links and noticing patterns in their experience (Creating and Thinking Critically - Making links) Showing curiosity about objects, events and people (Playing and Exploring – Finding out and exploring) Using senses to explore the world around them (Playing and Exploring – Finding out and exploring) Representing their experiences in play (Playing and Exploring – Playing with what they know) Acting out experiences with other people (Playing and Exploring – Playing with what they know)

The processes of **exploration** and **reflection** are important for the child. **Learning from** other views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community. **Learning about** other views, beliefs and cultures supports children in developing positive attitudes towards them.

The EYFS refers to **spiritual wellbeing**, acknowledging the fact that children have experiences beyond the purely emotional. Their spiritual wellbeing is enhanced by recognising that children develop spiritually by exploring answers to their questions, developing their sense of place in the world and beyond.

In finding out about others, young children start reflecting on **belief, culture** and **practice** and explore **faith** through: stories, visuals - photos, pictures, toys and puppets, handling real artefacts, roleplay, creativity – dance, drama, art and design, non-fiction books, using ICT, discussion and visitors and trips.

Years 1 & 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. • Recognise, name and describe some religious artefacts, places and practices. • Name some religious symbols. • Explain the meaning of some religious symbols. • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. • Identify religious symbolism in literature and the arts. • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas 	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. • Explain some of the different ways that individuals show their beliefs. • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values

A Journey Through Our RE Curriculum

CYCLE A Reception & Year 1	How is Christmas celebrated around the world? <p>Christmas is a special time of year for Christians as this is a time when they celebrate the birth of Jesus.</p> <p>Traditions and festivities associated with Christmas</p>	How did the universe come to be? <p>Different religions have different answers to the big question about the universe. Some religions have very similar stories and some very different.</p> <p>Christian, Jewish, Hindu and Muslim Creation Stories</p>	Where do people go to play to their God? <p>Different religions have different places of worship and different customs, traditions and special books.</p> <p>Look at where Christians, Muslims, Jewish and Hindu people pray.</p>
CYCLE A Year 2 & 3	How does celebration bring a community together? <p>Celebrations are one of the ways that religions bring communities together,</p> <p>The traditions and festivities associated with Holi, Chinese New Year, Christmas and Diwali</p>	Why is the cross an important symbol to Christians? <p>Religions are represented by different symbols. Christianity is represented by the cross because of the Easter Story.</p> <p>What are the symbols of the main religions - an overview.</p> <p>Religious symbols and the Easter Story</p>	Is it possible to be kind to people all of the time? <p>The teachings of Jesus in the Gospels are a guide to Christians on how to live a good life.</p>
CYCLE A Year 4, 5 & 6	Christianity What do Christians believe? <p>Religions have diversity within them.</p> <p>Different beliefs of different Christian groups as reflected through the arts</p>	Is it better to be rich or kind? <p>Charity, afterlife, karma</p> <p>Different religious interpretations of kindness as well as good and evil.</p> <p>Buddhism – the story of Buddha.</p>	Can atheists learn from religion? <p>Western culture has deep roots in Judeo-Christian teachings and there is wisdom to be gained from reading sacred texts.</p> <p>Old Testament stories and stories from other religions</p>
CYCLE B Reception & Year 1	What do Hindus learn from the Diwali story? <p>Religions use stories to pass on ideas.</p> <p>The parables of Jesus. The story of Rama and Sita.</p>	What does celebration mean for different religions? <p>Celebration means different things for different religions. Different religions can celebrate in many similar ways and sometimes these can be very different too.</p> <p>The traditions of Diwali, Christmas, Rosh Hashanah, Hijri, Vaisakhi and Songkran</p>	What does it mean to belong? <p>We all belong to groups – our family, our friends, our school, our class and our community. Belonging to a religion can help some people in their lives.</p> <p>At look at how the main religions help to make people feel belonged</p>
CYCLE B Year 2 & 3	What does the nativity story teach Christians about Jesus? <p>Christians believe Jesus is the son of God.</p> <p>The Nativity Story</p>	Who were Adam and Eve? <p>The Bible is the main source of Christian belief, and its stories can be interpreted in different ways.</p> <p>Christian creation story</p>	What does a religious person do? <p>Different religions ask people to express their commitment differently.</p> <p>Practices of the main religions.</p>
CYCLE B Year 4, 5 & 6	Which ways do Christians show their commitment to God? <p>A study of the practices and beliefs of Christians when showing their commitment to God.</p>	What do Jewish people learn from the story of Moses? <p>The life of Moses is an important story for followers of the Abrahamic religions and gives</p>	Are you a stoic? <p>We can learn about how to act in the world from the great philosophers.</p> <p>Ancient Greek philosophers.</p>

	Ten Commandments, Martin Luther King Jr, Mother Teresa and Holy Communion.	important information about how they should live their lives. Exodus, The Ten Commandments and Passover	
CYCLE C Year 4, 5 & 6	Do Christians believe in evolution? The scientific view is different from the religious view but some people look for connections between them. There are many conflicting views about what happens after death. Creation stories, Genesis. Reincarnation, afterlife, heaven and hell in Christianity and Hinduism	Does Hinduism have lots of gods? In Hinduism there is one god with many aspects. A study of the Hindu belief and customs	What's Different in Ramadan? Religions call for sacrifice and self-discipline Daily life for British Muslims in Ramadan and during the rest of the year. Fairness, the Koran and Mohammed.

Running throughout each unit outlined above as well as through our assembly and PSHE times is the ongoing big question:

What does it mean to be British?

Linked to British Values, modern day Britain, Diversity and a look at how Britain has changed since 1945.

NORFOLK RE AGREED SYLLABUS (2019)

The below documents are taken from the Norfolk agreed RE syllabus.

RE in Early Years Foundation Stage

All schools and academies should provide RE for all registered pupils, including those in Reception classes. The statutory requirement does not extend to nursery classes in maintained schools. In order to prepare pupils for the balanced disciplinary approach, the following suggested content is recommended for Early Years Foundation Stage.

<p>RE in EYFS will prepare children for the multi-disciplinary approach.</p> <p>Pupils begin to explore religion and worldviews in terms of important 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 questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.</p>		
<p>Christianity and at least one other religion or worldview</p>		
<p>Theology: Thinking through believing</p>	<p>Philosophy: Thinking through thinking</p>	<p>Human/Social Sciences: Thinking through living</p>
<p>Questions you might ask:</p> <ul style="list-style-type: none"> What does this <i>religious word</i> mean? How do we say this <i>religious word</i>? What is this religious story about? Why might people tell this story? What does the word 'God' mean? What is a belief Why is this sacred book important? 	<p>Questions you might ask:</p> <ul style="list-style-type: none"> What puzzles you? Is it real? What is right? What is wrong? What is 'good'? What do we mean by true? 	<p>Questions you might ask:</p> <ul style="list-style-type: none"> How do people celebrate? What might people use this artefact for? What ceremonies and festivals have you taken part in? What happens in [place of worship]? What do these symbols mean?
<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. Talk about sacred texts 	<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. Know where some religious worldviews originated 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.

Christianity

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: Asking questions theologians ask	<p>Concepts: Creation, God, incarnation, and salvation.</p> <p>The life and teachings of Jesus.</p> <p>The Bible as a sacred text for Christians and its different genres.</p>	<p>Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation.</p> <p>The life and teachings of Jesus.</p> <p>Sources of authority such as the Bible, creeds, tradition and different genres and interpretations.</p> <p>Key teachings from important Christian thinkers.</p> <p>How events in society have influenced Christian beliefs.</p>	<p>Concepts: Creation and Fall, God (Trinity), Jesus, incarnation, salvation and Kingdom of God.</p> <p>Issues of reliability, authenticity, historicity and authorship of the Bible and other sources.</p> <p>Writings from a range of key Christian theologians</p> <p>Events in history and personal experiences which have impacted on beliefs and vice versa.</p>
Philosophy: Asking questions philosophers ask	<p>Key philosophical vocabulary.</p> <p>Ways of reasoning.</p> <p>Make links between belief and behaviour.</p>	<p>The different views about the nature of knowledge, meaning and existence.</p> <p>The work of one key Christian philosopher</p> <p>Ethical theory, including the importance of love and forgiveness within Christian tradition.</p> <p>Christian perspectives on moral issues.</p>	<p>Theories of knowledge, philosophy of religion and ethical theory.</p> <p>Works of two or three Christian philosophers.</p> <p>Philosophical responses to theological questions that Christians raise.</p> <p>Methods Christians use to evaluate and address dilemmas.</p>
Human/Social Sciences: Asking questions human and social scientists ask	<p>Key vocabulary associated with the study of Christianity.</p> <p>The local church(es), symbolism and artefacts as expressions of Christianity.</p> <p>The importance of rites of passage, worship gathering and celebrations.</p>	<p>Key vocabulary and global diversity associated with the study of Christianity.</p> <p>The church, worship and festivals.</p> <p>The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the</p> <p>Christian community in charity work.</p>	<p>The complex nature of Christianity and how culture and politics have shaped it over time.</p> <p>The nature of the church and its internal diversity.</p> <p>The impact of the Bible and rites of passage on individuals and communities.</p> <p>The relationship between the Church and State and the role of Christianity in the public sphere.</p>

Islam

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: Asking questions theologians ask	The concept of One God. The life and teachings of the Prophet Muhammad. The Qur'an as a revealed scripture.	Concepts: Tawhid, Creation, Prophethood, Revelation, Khalifah and Akhirah. The life and teachings of the Prophet Muhammad and the Six Articles of Sunni Belief. The Qur'an and Hadith as sources of authority, different genres and the value of recitation. Key teachings from important Muslim teachers. The impact of the spread of Islam. How experiences have impacted on belief.	Concepts: Tawhid, Submission, Revelation, Akhirah and Jihad. The importance of the Prophet Muhammad. The theological divergence and distinctions within Islam and Shariah Law. Issues of reliability, authenticity, and translation of the Qur'an and Hadith. Differences between revealed scripture, sayings of the Prophet Muhammad and the Sunnah. Writings from key Muslim theologians. Events in history and personal experiences which have impacted on beliefs and vice versa.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Muslim perspectives on moral issues, including the idea of 'intention'.	Theories of knowledge, philosophy of religion and ethical theory including Muslim perspectives. The impact of Greater Jihad on an individual Muslim's struggle to choose to do right. The impact of Shariah Law on Muslim decision making.
Human/Social Sciences: Asking questions human and social scientists ask	Key vocabulary associated with the study of Islam. The masjid (mosque), the Five Pillars of Islam, symbolism and artefacts. The role of festivals, ceremonies and Madrassah in the Muslim tradition.	Key vocabulary and global diversity associated with the study of Islam. The masjid, the Five Pillars of Islam and the three main Muslims traditions (Sunni, Shia, Sufi). Diversity of expression, customs and practices within Islam and their impact on daily life. The importance of Ramadan, the two Eid festivals and Jummah prayers.	The three main traditions within Islam, and how they are understood culturally, religiously and politically. Diversity of practice across different Muslim groups in the UK and beyond. The impact of tawhid on creative expression. The community/societal role of the mosque and importance of Ummah. The role of Islam in scientific discoveries and historical events. Importance of ibadah in daily life.

Judaism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: Asking questions theologians ask	The concept of One God The Torah as the five books of Moses, written in Hebrew. The different genre contained within the first five books. Narratives about the lives of Jewish descendants.	Concepts: One God, The Covenant, Mitzvot, Atonement. The Torah and Talmud as sources of authority. The Hebrew Bible, TeNaCh (Torah, Nevi'im, Ketuvim) Importance of the Shema Narratives associated with the development of the Jewish tradition. Importance of reading the Torah out loud. Key teachings from important Jewish teachers Historical impact Jewish beliefs/culture	Concepts: One God who is holy, just and merciful, covenant, Mitzvot, Atonement. The Messianic Age The 13 principles of Maimonides Issues of reliability, authenticity, and translation of the Torah, Nevi'im and Ketuvim. The Talmud as Mishnah and Gemara. The theological divergence and distinctions within Judaism. Impact of Shoah on Jewish beliefs.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary Ways of reasoning Make links between belief and behaviour	The different views about the nature of knowledge, meaning and existence. Introducing ethical theory Jewish perspectives on moral issues including the impact of the 613 mitzvot, especially the 10 commandments. The importance of loving one's neighbour. Gemillut Chasadim, Tzedakah,	Theories of knowledge, philosophy of religion and ethical theory including Jewish perspectives. Ways in which Jewish people make decisions based on the teachings in the Torah, Talmud and the Rabbis. Importance of concepts of Tikkun Olam and Bal Tashhit on making moral decisions.
Human/Social Sciences: Asking questions human and social scientists ask	Key vocabulary associated with the study of Judaism. Shabbat and the importance of the home and family life The role of festivals which connect with Jewish history. The synagogue and varying ceremonies that take place within it.	Key vocabulary and global diversity associated with the study of Judaism. Importance of festivals for the Jewish community such as Yom Kippur. Symbolism and artefacts used by some Jewish people at festivals and in rituals. The importance and role of Shabbat and reading of the Torah The role of Synagogue and Cheder in the Jewish community. The rules of Kashrut The importance of Jerusalem and the Western Wall for many Jewish people.	Historical and current cultural and political perspectives on the development of the Jewish faith. Divergence of practice in worship, prayer and seeking social justice. Importance of the High Holy Days and the need for repentance and forgiveness. The impact of Shoah on expressions of Jewish faith across the world. The role of Eretz Israel, Jerusalem and the Western Wall for Jewish identity Jewish influence on the arts, music and film industries. Impact of technology of Jewish daily life.

Hinduism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: Asking questions theologians ask	Concepts: Brahman and Avatars. Hindu Holy Books including the Ramayana.	Concepts: Brahman, Atman, Avatars, Ahimsa, Samsara and Karma. The oral tradition and the Vedas, different genre and interpretations. Examples of teachings of Hindu teachers. Examples of events and experiences which have impacted on Hindu beliefs.	Concepts: Brahman Trimurti, Atman, cyclical nature of time, creation, maya, samsara and karma. Issues of reliability, authenticity, historicity and authorship of Hindu sources of authority. Differences between Shruti and Smriti scriptures. Examples of writings by gurus, swamis and rishis. The Astika and Nastika intellectual traditions. Impact of experiences and events on Hindu beliefs and vice versa.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Introduce moral issues and consider the consequences of action in relation to karma. Moral and values expressed in Hindu stories.	Theories of knowledge, philosophy of religion and ethical theory, including maya, Loka, Devas and Asura. The way gunas interact to determine things. Hindu ethics and moral duties, different methods Hindus use to evaluate and address dilemmas.
Human/Social Sciences: Asking questions human and social scientists ask	Key vocabulary associated with the study of Hinduism. Dharma, symbolism and the centrality of the home in the Hindu tradition. Importance of gatherings for worship, dramatic storytelling and celebrations.	Key vocabulary and global diversity associated with the study of Hinduism. Sanatan Dharma, the diversity of practice and expression and festivals. The impact of ahimsa, dharma and karma on daily life and beyond.	The complex nature of Hindu philosophies and how they are understood. Sanatan dharma, laws of Manu, diversity of worship, pilgrimage and the practice of yoga. The role of story and festivals, the impact of teachings on daily life, the relationship between social duty and the four ashramas, and the changing role of men and women within the Hindu traditions.

Buddhism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: Asking questions theologians ask	Varying beliefs about God. Concepts: The Buddha and Triple Refuge The Jakata tales and Tipitaka	Concepts: the Buddha, Four Noble truths, the cycle of birth, death and rebirth, and the Five Precepts. The varying beliefs about God. The Jakata tales, Tipitaka and Metta Sutta. Key writings of Buddhist teachers. How Buddha's experience impacted on beliefs.	For Buddhists, questions about God are unanswerable. Concepts: The Buddha, Anicca, Dukkha, Anatta, Four Noble Truths, Karma, Triple refuge and the divergent paths of Buddhism. The Dhammapada, role of the Sangha and authority given to teachings of Buddha. Writings of Buddhist theologians e.g. Dalai Lama.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary Ways of reasoning Make links between belief and behaviour	The different views about the nature of knowledge, meaning and existence. Links between suffering and the Four Noble Truths. Buddhist perspectives on moral issues and consideration of the consequences of action in relation to karma.	Theories of knowledge, philosophy of religion and ethical theory, including those of the Buddha. Buddhist philosophy relating to personal experience and truth. Methods Buddhists use to evaluate and address dilemmas such as the principle of loving kindness.
Human/Social Sciences: Asking questions human and social scientists ask	Key vocabulary associated with the study of Buddhism. Monasteries, temples, festivals, ceremonies, devotion and symbolism as expressions of Buddhism. The importance of not hurting living things and Buddhist stories on daily life.	Key vocabulary and global diversity associated with the study of Buddhism. Meditation and study, festivals and pilgrimage and symbolism. Varying practice, and the importance of looking after the environment.	The complex nature of Buddhist philosophies. Diversity of practice, importance of meditation and study, and symbolism. The involvement of Buddhists in social action, impact of Buddhism on western culture and the media portrayal of Buddhists.

Sikhism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: Asking questions theologians ask	The concepts of One God and equality. The life and teachings of Guru Nanak. The Guru Granth Sahib as a living Guru. The Mool Mantra.	Concepts: Ik Onkar, Equality, hukam and Samsara. The life and teachings of the 10 Gurus The Guru Granth Sahib, including its compilation and diversity of contents. Stories from the life of Guru Nanak (janamaskhis) Impact of martyrdom on Sikh teachings.	Concepts: Ik Onkar, Samsara, Nadar, Mukti and Karma. Sikh purpose of finding union with God. The life and teachings of the 10 Gurus. Adi Granth and the final vesion of the Guru Granth Sahib Nam Simran (meditating on God's name) Issues concerning authority and revelation. Impact of persecution and martyrdom on Sikh faith and teachings.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Sikh perspectives on moral issues, including impact of 'hukam' and emphasis on equality.	Theories of knowledge, philosophy of religion and ethical theory including Sikh perspectives. Impact of hukam and Sikh purpose in life on ethical theory. The impact of Rahit and Kurahit for the ethical and moral behaviour of Sikhs. Sikh principles for living such as kirt karna and vand chhakna.
Human/Social Sciences: Asking questions human and social scientists ask	Key vocabulary associated with the study of Sikhism. The gurdwara, langar and 5Ks The role of festivals and ceremonies such as Baisakhi and Amrit.	Key vocabulary and global diversity associated with the study of Sikhism, including term Sikhi. The diversity of practice including the Gurdwara, festivals and ceremonies such as Amrit. Symbolism including varying practice of wearing the 5Ks. Importance of values in the Sikh tradition. Global importance of Amritsar and the Golden Temple.	Historical perspectives on the development and growth of the Sikh tradition. The Gurdwara, festivals, pilgrimage and ceremonies including diversity of practice and historical perspectives. Impact of being part of the Khalsa. Impact of Nam Simran. Importance of Sewa. Impact of kirt karna and vand chhakna on individuals and communities. The Network of Sikh Organisations. Work of Sikhs in the education sector.

Humanism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: Asking questions theologians ask	Concepts: Atheism, One Life, Golden Rule, humanity. Quotations from Humanist thinkers.	Concepts: Atheism, agnosticism, rationalism, One Life, and Happiness. Examples of writings of Humanist thinkers. Diversity of Humanist thought. Importance of evidence. Absence of sacred texts and divine rules.	Concepts: meaningful life, humanism, secularism, rationalism, evolution, scepticism reliability, authenticity, historical accuracy and authorship of sources by key humanist thinkers. The different genre used within the humanist tradition. How experiences have impacted on humanist beliefs through history and vice versa. The similarities and differences between humanist values and those of theistic worldviews.
Philosophy: Asking questions philosophers ask	Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	The different views about the nature of knowledge, meaning and existence. Introducing ethical theory such as utilitarianism. Examples of the writing of a Humanist philosopher. Importance of evidence and reasoning in Humanist thought.	Theories of knowledge, philosophy of religion and ethical theory, including AC Grayling and Hawking. Humanist responses to theological questions such as miracles and religious experience. Ethical theory from a Humanist perspective. Humanist UK lobbying on assisted dying. UN Declaration of Human Rights.
Human/Social Sciences: Asking questions human and social scientists ask	Key vocabulary associated with the study of Humanism. The role of ceremonies and cultural traditions. The Happy Human symbol. Impact of thinking about consequences of action.	Key vocabulary relating to the study of Humanism as a philosophy or life stance. Diverse practice in relation to ceremonies and cultural festivals. The importance of the natural world and caring for the environment. The importance of the arts and sciences. The importance of love and relationships.	The complex nature of Humanist and Secular philosophies. Religious Atheism. Humanist practice relating to death and mortality. The work of humanist chaplains. Humanist responses to pseudoscience. Relationship of science and humanist beliefs. Campaigns run by the British Humanist Association in the public sphere.

ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future:

Youth Minister	Missionary	Social Worker
Priest	Minister	Counsellor
Public Relations Director	Teacher	Lawyer

Our Feeder High Schools Year 7 Religious Education Curriculum Snapshot			
Cromer Academy	What is the love of wisdom?' Through a philosophical lens, exploring the philosophy of Socrates, Plato, Aristotle, Seneca and Confucius. Students engage in dialogue and evaluate the importance of the teaching of these philosophers	What do the Abrahamic Faith stories reveal about God?' Through a theological lens, exploring the importance of the development of Judaism, Christianity and Islam through narratives that underpin these faiths	How do creation narratives shape what it means to be human?' Through a social sciences lens, exploring how various narratives have helped humans make sense of human origins and meanings in life.
North Walsham High School	Introduction to the world's religions	Christianity	Buddhism
Aylsham High School	Topic 1: Belief in God. Topic 2: Christianity and Islam.	Topic 3: Hinduism Topic 4: Buddhism.	Topic 1: Belief in God. What is a god? Name 3 of the steps on the Noble Eightfold Path. What is meditation and why do Buddhists do it?