



St. Andrew's RE Curriculum Map



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

'To Be The Best You Can Be'

Intent

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

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

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

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

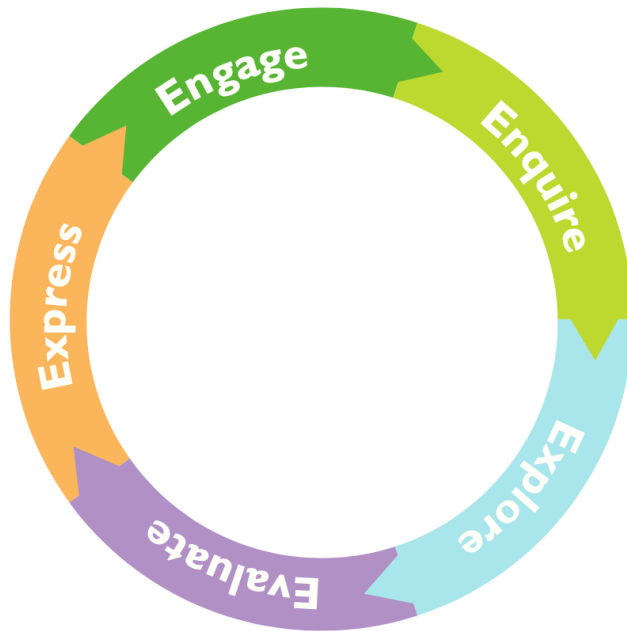
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Implementation

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

An animation explaining these three disciplines is available to view here:

<https://www.youtube.com/watch?v=6NTW2bsFTLY&feature=youtu.be>



RE lessons are taught by a weekly, planned by the teacher which is based on a **'Big Question'**.

These lessons are planned and delivered using the enquiry-based approach which includes 5 stages:

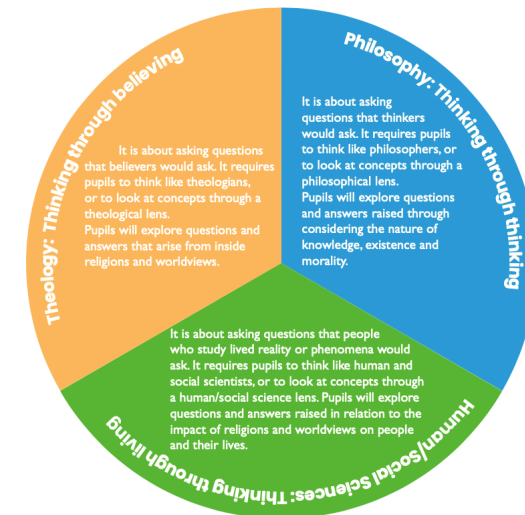
- Engage
- Enquire
- Explore
- Evaluate
- Express

Through this enquiry-based approach children can expect:

- an appropriate level of challenge is provided for all pupils
- all pupils know they can achieve and there is an expectation of success
- the learning is set in a real and authentic context, with a clear purpose, learning and relev-

ance

- a safe environment is created where all pupils are valued, so they can confidently agree to disagree and express themselves freely
- pupils have a sense of ownership over what is being learned and how they are learning it
- there is a clear learning journey and identifiable outcomes
- there is space and time for reflection
- assessment for learning is at the heart of teacher planning



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

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Impact

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

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

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

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

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

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

Where units link to the Norfolk Agreed Syllabus exemplar curriculum map, these have been plotted within the curriculum and provide useful starting point for planning.

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

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Again, the ideas/example of planning are good starting points, but teachers should adapt this accordingly to meet the needs of the children in their class. We will have RE days over the years. Here are some possible ideas: Saints, RE in art, Crosses, Spirituality, Humanism- Meaning and Happiness, Philosophy, Christmas, Easter.

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

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

In accordance with the structure of the Locally Agreed Syllabus we have agreed that:

- At KS1 pupils study primarily Christianity, Judaism and Islam, with reference made to other principal religions, beliefs and world-views.
- At KS2 pupils study primarily Christianity, Judaism, Islam and Hinduism with reference made to other principal religions, beliefs and world-views.

These choices have been made to reflect our local context; our new RE curriculum has been designed with our context in mind, which has helped us to identify the religions we explore most. Islam is one of our focus religions in KS2. We feel that this is appropriate as it supports our vision to be outward facing and to address misconceptions and a lack of knowledge that are more prevalent in this area of Essex, where right wing extremism is the more common barrier to trust and understanding.

Whilst we don't experience any overt challenges in our community, we are aware that our children may be more vulnerable to online pressure or materials - and we aim to ensure they are familiar with and have positive experiences of Islam. Hinduism is the second religion that we focus on in KS2. This has been chosen because it is a Brahmin religion, which has very different roots to Christianity, and yet there are many similarities to be drawn upon, when looking at the way religions support and protect the vulnerable and live their lives with integrity. In KS1, we focus on the Jewish faith, as it helps to make sense of the birth of Christianity.

We make sure that other religions are encountered- and that non-religious world views are respected and explored. In a context where we are working hard to promote outward. In accordance with the Statement of Entitlement (2019) at least 50% of curriculum time in each year group is allocated to the teaching of Christianity.

St. Andrew's RE Curriculum Map

Mulberry Class			
Big Question	Where do we belong?	Which places are special and why?	Which stories are special and why?
Disciplinary Lenses	Theology focus Philosophy focus	Theology focus Philosophy focus	Theology focus Philosophy focus
World Views & Non-World Views Focus	Christianity/Hinduism/Islam	Christianity/Hinduism	Christianity/Hinduism/Islam
Key Vocabulary	Special, God, occasions, religious, Jesus, belong(ing), symbols, baptism, tradition, respect, artefacts	Church, mosque, special, place, holy, building, features, religious, Arabic, greeting, worship	Sacred, Bible, stories, David & Goliath, faiths, Qur'an, messengers, holy
Key Intentions <i>Pupils should...</i>	<ul style="list-style-type: none"> To use talk to clarify their thinking and ideas about how they are special. To share occasions when they have felt special. To begin to know some Christian beliefs about how people are special to God. To re-tell the story of Jesus blessing the children To listen with enjoyment to a religious story and respond with relevant comments, questions and actions To talk about and show the feelings of themselves and others <ul style="list-style-type: none"> To recognise groups to which they belong To talk about groups they belong to To talk about groups that others belong to To talk about similarities and differences between themselves and others and amongst families To recognise symbols or badges which show belonging, including religious ones <ul style="list-style-type: none"> To talk about how belonging makes them feel To talk about how babies are welcomed. To talk simply about what happens at a traditional infant baptism. To have a developing respect for the way that their family and other families welcome babies. <ul style="list-style-type: none"> To know how babies are welcomed in Islam. To have a developing respect for the way that their family and other families welcome others babies. <ul style="list-style-type: none"> To ask questions about religious artefacts. To talk about the feelings of themselves and others. To explore, observe and find out about objects that matter in Hinduism. 	<ul style="list-style-type: none"> To respect and show sensitivity to other's thoughts and feelings about special places To notice their own feelings about special places To notice and recognise internal and external features of a church To explore, observe and find out about places that matter in Christianity Talk about the features of a church they think are important To talk about how objects found in a church are used Notice and communicate some of their own thoughts and feelings about being inside a church <ul style="list-style-type: none"> To communicate their ideas about how a believer might feel when visiting a mosque <ul style="list-style-type: none"> An Arabic greeting and its meaning To recognise and talk about features of mosques To talk about how objects found in a mosque are used and what happens there To talk about how features of mosques and churches are used and their meanings To look for and talk about similarities and differences between two places of worship To look for and talk about similarities and differences between some places of worship and special places To talk about how special and holy places make themselves and others feel To work as part of a group, sharing and taking turns in order to create a place that is special to everyone To be sensitive and respectful to the needs of everyone when planning and creating a special place 	<ul style="list-style-type: none"> Listen attentively to stories Notice and communicate some of their own feelings linked to the stories they hear Communicate their ideas about which books and objects are special to them <ul style="list-style-type: none"> To name and identify features of the Bible To listen attentively to a religious story To tell the plot of the Calming of the Storm and communicate the meaning behind this story <ul style="list-style-type: none"> That religious stories have meanings Listen to and talk about the story of David and Goliath Recognise some religious words, about God in relation to the story of David and Goliath Talk about and act out the story of the two brothers Develop and communicate their ideas about promises and keeping them <ul style="list-style-type: none"> Talk about what Jesus teaches about promises in the parable of the two brothers Listen attentively to and talk about the story of Muhammad receiving the Qur'an Identify some of their own feelings linked to events in a story they have heard Communicate their ideas about what makes a good messenger. <ul style="list-style-type: none"> To name and identify features of the Qur'an To talk about some religious stories that have been covered in this unit and say whether they are found in the Bible or Qur'an. To retell a religious story using correct vocabulary where necessary
Planning/Resources	https://www.sandwell.gov.uk/downloads/file/29697/being_special_where_do_we_belong_unit_f1_year_group_reception	https://www.sandwell.gov.uk/downloads/file/29698/which_places_are_special_and_why_unit_f5_year_group_reception	https://www.sandwell.gov.uk/downloads/file/29699/which_stories_are_special_and_why_unit_f6_year_group_reception

St. Andrew's RE Curriculum Map

Apple Class Year A

Big Question	Who made the world?	Why is light so important to different faiths?	How do Jewish people celebrate passover?	What do my senses tell me about the world of Religion and belief?	What do Jews remember on Shabbat?
Concept	Creation	Symbolism, Light, Good vs Evil	Covenant (promise)	Reasoning, Religion belief	Covenant (promise)
Disciplinary Lenses	Philosophy focus	Theology focus	Human/Social sciences focus	Philosophy focus	Theology focus
World Views & Non-World Views Focus	Christianity/Hinduism	Christianity/Judaism/Hinduism	Judaism	Christianity/Judaism/Islam	Judaism
Key Vocabulary	Brahma, Care, Christian, Creation, God, Hindu, Origin, Universe, Vishnu	Diwali, Havdalah, Menorah, Shabbat, Symbolism, Worship	Matzah bread, Moses, Passover, Pesach, Sedar plate	Because, Belief, Reason, Religion, Sense, Worship	Candles, Challah Bread, Creation, Havdallah, Jew, Jewish, Judaism, Kiddush Cup, Menorah, Shabbat, Synagogue
Key Intentions <i>Pupils should...</i>	<ul style="list-style-type: none"> - Ask at least one question about the origin of the universe. - Give a simple reason, using the word 'because', for the origin of the universe. - Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). - Know that beliefs about the origin of the universe influence how individuals treat the world around them. 	<ul style="list-style-type: none"> - Retell at least one narrative where light is an important symbol. - Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. - Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives. 	<ul style="list-style-type: none"> - Recognise that Passover (Pesach) is a Jewish festival. - Identify ways in which Passover can have an impact on Jewish daily life and family. - Identify evidence of religion and belief especially in the local area 	<ul style="list-style-type: none"> - Ask "I wonder ..." questions about the world around them. - Using their senses to investigate worship in different religious traditions. - Use their senses to justify a belief that they hold. 	<ul style="list-style-type: none"> - Retell the Old Testament/ TaNaK Jewish/Christian story of Creation. Know that this is something Jews and Christians share - Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives. - Recognise that the practice of Shabbat shows a strong relationship between Jewish people and God.

St. Andrew's RE Curriculum Map

Apple Class Year A

Big Question	Who made the world?	Why is light so important to different faiths?	How do Jewish people celebrate passover?	What do my senses tell me about the world of Religion and belief?	What do Jews remember on Shabbat?
<p>Operational Questions</p>	<p>Who made the world? How was the world made? How long did it take to make the world? Who is the world important to? Who do we need to say thank you to? Does the story make sense?</p> <p>What happens if God didn't make the?</p> <p>What does the story tell Christians about God/Creation/the world?</p> <p>Why should Christians/ _____ care for the world?</p> <p>Compare the Christian and the _____ versions.</p>	<p>What is light and when is it used? When to Christians/ Jews/Hindus use light and why? What is the meaning of light in Divali, Hannukah and advent? Why is Jesus known as the light of the world? When did God give light? (creation/ Jesus)</p> <p>What do we mean by good? What do we mean by evil? Is light a useful symbol for 'goodness'? Is light thought of in the same way by Christians/ Jews/Hindus?</p>	<p>When do you share special meals with your family and why?</p> <p>What is your favourite meal?</p> <p>What is Passover (story)?</p> <p>What happens at Passover?</p> <p>How do they celebrate Passover?</p> <p>Why do Jews celebrate Passover?</p> <p>What do they remember at Passover?</p> <p>Look at the story of Moses.</p> <p>How do different Jewish people celebrate Shabbat?</p>	<p>What are the five senses? What parts of the body do they use? What do our sense tell us? Do we need all our senses to help us make sense of the world around us?</p> <p>What do the sense of tell us when we investigate [artefact/place of worship/ act of worship]?</p> <p>Using your senses, what do you like about [artefact/place of worship/ act of worship]? Or don't like? Why?</p> <p>What do these [artefact/place of worship/ act of worship] tell you about religion/belief? How do you know?</p>	<p>What do we remember? Why?</p> <p>What is a Jew? Do their wear different clothes? Why do they have Shabbat? What is Shabbat?</p> <p>Where does it happen?</p> <p>What does it mean? (promise)</p> <p>How do Jews talk to God? When do they talk to God? Why do some Jewish men and women cover their heads when they pray?</p> <p>Do all Jews celebrate Shabbat in the same way?</p>
<p>ARE (Please refer to the appendices for more detail)</p>	<p style="color: blue;">Ph. Yr1- A.1, C</p> <p style="color: blue;">Ph. Yr2- A.1, A.2,</p>	<p style="color: orange;">Th. Yr1- A, D</p> <p style="color: orange;">Th. Yr2- A.1, A.2, D</p>	<p style="color: green;">H/S Sc. Yr1- A, B, C</p> <p style="color: green;">H/S Sc. Yr2- A, C</p>	<p style="color: blue;">Ph. Yr1- A.1 A.2, B, C</p> <p style="color: blue;">Ph. Yr2- A.1 A.2, B,</p>	<p style="color: orange;">Th. Yr1- C</p> <p style="color: orange;">Th. Yr2- A.2, C</p>
<p>Links to Norfolk Agreed Syllabus units</p>	<p>How did the Universe come to be? (Yr1)</p>	<p>Why is light an important symbol for Christians, Jews and Hindus? (Yr2)</p>	<p>How do Jews people celebrate Passover? (Yr2)</p>	<p>What do my senses tell me about the world of Religion and belief? (Yr1)</p>	<p>What do Jews people remember on Shabbat? (Yr1)</p>
<p>Planning/Resources</p>	<p>UC: Creation (1.2)</p>	<p>Year 2 Unit 2.1 SATRE</p>	<p>Planning on Diocesan website. https://www.dioceseofnorwich.org/app/uploads/2019/08/Judaism_Unit_1.pdf</p> <p>Year 2 Unit 2.4 SATRE</p>	<p>Year 1 Unit 1.1 SATRE</p>	<p>How and why do Jews celebrate Shabbat? On Diocesan website. https://www.dioceseofnorwich.org/app/uploads/2019/08/Judaism_Unit_2_Shabbat.pdf</p> <p>Year 1 Unit 1.3 SATRE</p>
<p>Visits</p>					

St. Andrew's RE Curriculum Map

Apple Class Year B					
Big Question	How do Jews belong to their faith family? (linking to meeting together)	What does the Nativity story teach Christians about Jesus?	How does a celebration bring a community together?	What does the cross mean to a Christian?	Why do people have different views about the idea of 'God'?
Concept		Incarnation	Community, celebration, worship, Festival, identity, belief, tradition	Salvation	God, Word of God, Torah, Bible, Christian and Jewish focus (contrast with Islam) Belief
Disciplinary Lenses	Human/Social sciences focus	Theology focus	Human/Social sciences focus	Theology focus	Philosophy focus
World Views & Non-World Views Focus	Judaism	Christianity	Islam/Judaism/Christianity (No Christianity)	Christianity	Multi (including non-religious world-view)
Key Vocabulary	Belong, Belonging, Covenant/Brit, Hesed, Faith, Torah, Mitzvot Worship	Advent, Christmas, Incarnation, Jesus, Nativity, Salvation, Son Of God, Thankfulness	Celebration, Christianity, Christmas, Easter, Eid-ul-Adha, Eid-ul-Fitr, Festival, Hanukah, Muslim, Religion	Christian, Cross, Crucifixion, Jesus, Resurrection, Salvation	Agnostic, Allah, Atheist, Brahman, God, Humanist, Theist
Key Intentions <i>Pupils should...</i>	<ul style="list-style-type: none"> - Identify how Jewish beliefs impact on their worship and sense of belonging. - Identify some Jewish symbols and artefacts. - Identify different ways in which Jewish people show they belong to their faith family. - Recognise the diversity in Judaism. 	<ul style="list-style-type: none"> -Retell the Christmas story. -Recognise that Christians believe Jesus was sent by God to be him in the flesh. -Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. -Recognise the connection between Christmas and Easter. 	<ul style="list-style-type: none"> - To recognise the meanings of the term Christian, Jewish and Muslim. - To recognise practices associated with the festivals of (Christmas) and (Eid-ul-Fitr) or Hanukah. * - To recognise ways in which a celebration can encourage a sense of belonging within a faith community. 	<ul style="list-style-type: none"> - Give a clear, simple account of the Easter Story. - Recognise that the Easter Story contains Christian beliefs about salvation. - Recognise that the Easter Story is a source of hope for Christians. 	<ul style="list-style-type: none"> -To give a reason why a member of at least one religious community might believe in God. -To give a reason why a person might not believe in God. -To give an example of what a member of a religious community might believe about God. -Make connections between people's beliefs of right and wrong and their belief about God.

St. Andrew's RE Curriculum Map

Apple Class Year B

Big Question	How do Jews belong to their faith family? (linking to meeting together)	What does the Nativity story teach Christians about Jesus?	How does a celebration bring a community together?	What does the cross mean to a Christian?	Why do people have different views about the idea of 'God'?
Operational Questions	<p>What is family? What families do you belong to? What do you do with your family? What is a faith family? What do faith families do together? Do they go to special places together? Do they take part in special occasions/ event? (baptism, Eucharist) What is a meeting? Where do you meet? Why do you meet? Who do you meet?</p> <p>Why do Christians meet together? What do they do when they meet together? Where do they meet is it always in a Church? Would it matter is Christians didn't meet together? Mothering Sunday, Eucharist</p>	<p>What is the Christmas story? Who is in the Christmas story? Why are they important? Who is the most important and why? What can we learn about Jesus from the Christmas story? Is this story relevant today? Where is this story found? (need know it is short story from a big book - the Bible)</p>	<p>How does it make a difference? How do you come together? What do you do? Why do you come together? How does it feel to come together?</p> <p>Link to stories, passing on tradition, festivals (Eid, Chinese New Year, Baisakhi), foods (Langer), games (Judaism)</p>	<p>What is a symbol? What symbols do we know? What is a cross? Where do we see crosses? Why is the cross important? What does it represent? Who does the cross remind Christians of? Why is the cross important? Eucharist</p>	<p>How do we learn? Where do we learn? What do we use to help us learn? Who helps us learn? Who is God? What do Christians/Jews/Hindus use to learn about God? What stories are in the Vedas, Torah and the Bible? What do the stories mean? How do the stories/teachings affect the daily life of Christians and Jews? Why don't humanists believe in a god or gods?</p> <p>Is it possible to be certain about your belief or disbelief in a god or gods? How does not believing in a god affect the way humanists live their lives? Does it have an impact on how they behave? Can we be good without god? (see also 'Humanist ethics' below)</p> <p>Does it matter whether you believe in god or not? Is how you live your life more important?</p> <p style="text-align: center;">Teach in three parts:</p> <p>1 - General look at How we see different things/beliefs/ideas. General ideas about what people think about God. What does believing mean? 2 - UC- God (1:1) 3 - Compare to other religions. Using the different texts to support this.</p>
ARE (Please refer to the appendices for more detail)	H/S Sc. Yr1- A, B, C H/S Sc. Yr2- A, B, C	Th. Yr1- A, C Th. Yr2- A.1, A.2, C	H/S Sc. Yr1- A, B, C H/S Sc. Yr2- A, B, C	Th. Yr1- A, C Th. Yr2- A.1, D	Ph. Yr1- A.1, A.2, B, C Ph. Yr2- A.1, A.2, B, C
Links to Norfolk Agreed Syllabus units	How do Christians belong to their faith family? (Yr2)	What does the Nativity story teach Christians about Jesus? (Yr2)	How does a celebration bring a community together? (Yr1)	What does the cross mean to a Christian? (Yr1)	Why do people have different views about the idea of 'God'? (Yr2)
Planning/Resources	https://www.dioceseofnorwich.org/app/uploads/2019/08/Church_Enquiry_Level_4.pdf	Understanding Christianity- Incarnation Year 2 Unit 2.2 SATRE	Year 1 Unit 1.2 SATRE	Understanding Christianity- Salvation Year 1 Unit 1.4 SATRE	Understanding Christianity- God Year 2 Unit 2.5 SATRE

St. Andrew's RE Curriculum Map

Apple Class Year B

Big Question	How do Jews belong to their faith family? (linking to meeting together)	What does the Nativity story teach Christians about Jesus?	How does a celebration bring a community together?	What does the cross mean to a Christian?	Why do people have different views about the idea of 'God'?
Visits					

St. Andrew's RE Curriculum Map

Cherry Class Year A					
Big Question	How do people express commitment to a religion/world-view in different ways?	What is the Trinity?	What do Muslims believe about God?	What difference does being a Muslim make to daily life?	What is Philosophy? How do people make moral decisions?
Concept	Church (not just building/group of Christians) Covenant Commandment	Incarnation	Guardianship	Ummah (Community),	Philosophy, Reason, Morality
Disciplinary Lenses	Human/Social sciences focus	Theology focus	Theology focus	Human/Social sciences focus	Philosophy focus
World Views & Non-World Views Focus	Multi-faith	Christianity	Islam	Islam (Different denominations)	Humanism/Christianity
Key Vocabulary	Amrit, Baptism, Bar Mitzvah, Bat Mizvah, Belonging, Christianity, Commitment, Faith, Judaism, Rite of passage, Sikhism	Baptism, Father, Gospel, Holy Spirit, Incarnation, Son, Symbol, Trinity	Allah, Muhammad, Muslim, Prophet, Qur'an, Recitation, Revelation, Shahadah, Tawhid	Five Pillars, Hajj, Islam, Mosque Muslim, Salah, Sawm, Shahadah, Shia, Sufi, Sunni, Zakah	Humanism, Logical, Moral, Morality, Philosophy
Key Intentions <i>Pupils should...</i>	<ul style="list-style-type: none"> - Identify a range of ways in which religious belief can impact daily life. - Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. - Identify some similarities and differences in how people practise and express beliefs about commitment. 	<ul style="list-style-type: none"> - Show awareness of the Biblical origins of Christian teachings of the Trinity. - Identify different types/genres of writing within the Bible. - Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). - Identify how Christian baptism uses and expresses the doctrine of Trinity. - Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world. 	<ul style="list-style-type: none"> - Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation. - Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions. - Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. - Recognise that there are many different answers to the question, 'What is God like?' 	<ul style="list-style-type: none"> - Identify how a person's beliefs and actions align them with the religion if Islam. - Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. - Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah. 	<ul style="list-style-type: none"> - Talk about the difference between knowing and believing. - Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work. - Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.

St. Andrew's RE Curriculum Map

Cherry Class Year A					
Big Question	How do people express commitment to a religion/world-view in different ways?	What is the Trinity?	What do Muslims believe about God?	What difference does being a Muslim make to daily life?	What is Philosophy? How do people make moral decisions?
Operational Questions	Why do Christians go to Church? Why are there many different types of Christian Church? What does it mean to belong to the world wide Christian family? What can we learn from different expressions of 'church' across the world? How do Christians express their faith? (music/art) How is Eucharist celebrated in different parts of the world?	What is part of the holy trinity? What parts of the bible tell us about the trinity and baptism? What do the texts from the bible mean to Christians? How do Christians show the trinity in worship/ the way they live? How is the Trinity represented?	Who/What is a Muslim? Who was Muhammad and what did he do? What difference did the revelations make to the life of the prophet Muhammad and followers? What did he teach? What do Muslims do as part of their daily life? What impact do Muslims' beliefs have on the local and wider community? Perhaps develop some philosophical thinking here... What is the Qur'an?	What is a Muslim? What do they look like? Where to they worship? Who do they worship? What are the 5 pillars? What is Zakat? What is Ramadan? What is Id ul Fitr? (less about the prayer as being dealt with in YrB) How does it fit into their daily life - reality? (don't go into prayer too much)	Any philosophical questions. What does the word Philosophy mean? What do others say philosophy is? What is real and how do you know? What is the difference between knowing and believing? What do we mean by 'good', 'bad', 'right' and 'wrong'? Is it easy to define? What does moral mean? What influences people to make a moral decision? Plato, Socrates Who are philosophers? What do they say? What do Humanists believe?
ARE (Please refer to the appendices for more detail)	H/S Sc. Yr3- A, B, H/S Sc. Yr4- B,	Th. Yr3- A.1, A.2, B, C.1, D Th. Yr4- A.1, A.2, B, C.1, D	Th. Yr3- A.1, A.2, B, D Th. Yr4- A.1, A.2, B, D	H/S Sc. Yr3- A, B, C H/S Sc. Yr4- A, B, C	Ph. Yr3- A.1, A.2, B.1, B.2, C.1, C.2 Ph. Yr4- A.1, A.2, B.1, B.2, C
Links to Norfolk Agreed Syllabus units		What is the Trinity? (Yr3)	What do Muslims believe about God? (Yr3)	What difference does being a Muslim make to daily life? (Yr3)	What is Philosophy? How do people make moral decisions? (Yr3)
Planning/Resources	Year 3 Unit 3.1 SATRE	UC - Incarnation Year 3 Unit 3.2 SATRE	Year 3 Unit 3.4 SATRE	. https://www.dioceseofnorwich.org/application/files/8314/6124/9879/What_does_it_mean_to_be_a_Muslim_KS2.pdf Year 3 Unit 3.5 SATRE	Year 3 Unit 3.3 SATRE
	Resources: RE today - Opening up respect Migration of the swallow - Where in the World Barnabas resource Godly Play- The Ark and the Tent, The Temple and the Ark, Circle of the Holy Eucharist, The Books of the Bible	3.2 What is Trinity - link to planning	Resources: Opening up - Islam Living Religions - Islam	Resources: RE Today - Opening up Islam, Exploring celebrations What does it mean to be a Muslim? True Tube- visits to mosque	Resources: https://www.philosophy-foundation.org Resources from the Philosophy course.

St. Andrew's RE Curriculum Map

Cherry Class Year A					
Big Question	How do people express commitment to a religion/world-view in different ways?	What is the Trinity?	What do Muslims believe about God?	What difference does being a Muslim make to daily life?	What is Philosophy? How do people make moral decisions?
Visits					

Cherry Class Year B					
Big Question	How did the world come to be through the eyes of a Humanist?	What does sacrifice mean?	Why do Christians call the day that Jesus died 'Good Friday'?	What do people pray?	Why do people make pilgrimages?
Concept	Creation/Fall		Salvation	Kingdom of God	Pilgrimage, discipleship, Ibadah, submission, duty
Disciplinary Lenses	Theology focus	Philosophy focus	Human/Social sciences focus	Philosophy focus	Theology focus/ Human/Social sciences focus
World Views & Non-World Views Focus	Humanism/Christianity	Humanism/Multi-Faith	Christianity	Christianity /Islam	Multi-Faith
Key Vocabulary		Altruism, Humanist, Poverty, Ritual sacrifice, Sacrifice, Ultimate sacrifice, Virtue			

St. Andrew's RE Curriculum Map

Cherry Class Year B

Big Question	How did the world come to be through the eyes of a Humanist?	What does sacrifice mean?	Why do Christians call the day that Jesus died 'Good Friday'?	What do people pray?	Why do people make pilgrimages?
<p>Key Intentions</p> <p><i>Pupils should...</i></p>		<ul style="list-style-type: none"> - Describe different philosophical and theological answers to questions about sacrifice - Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world. - Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims - Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts. 	<ul style="list-style-type: none"> - Pupils will make simple links between Gospel texts and how Christians mark the Easter events in the church communities - Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday worship. - Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. - Pupils will know that Christians trust that Jesus really did rise from the dead, and so is still alive today. - Pupils will know that Christians remember and celebrate Jesus' last week, death and resurrection. 		

St. Andrew's RE Curriculum Map

Cherry Class Year B

Big Question	How did the world come to be through the eyes of a Humanist?	What does sacrifice mean?	Why do Christians call the day that Jesus died 'Good Friday'?	What do people pray?	Why do people make pilgrimages?
<p>Operational Questions</p>	<p>How do humanists decide what to believe?</p> <p>Are some reasons for believing things better than others? How do we know what is true? How can you test whether something is true or not?</p> <p>Is science the best way to understand the world? Can science answer everything? How do humanists explain the origin of the universe?</p> <p>How do humanists explain the existence of human beings? What phenomena do we now have scientific explanations for that we used to explain with supernatural causes (e.g. disease, the weather)?</p> <p>How do, and how should, people react to suggestions or evidence that their beliefs are wrong?</p> <p>One/two lessons for this unit should be about comparing with another creation story. Here are some questions that could help to guide planning and learning.</p> <p>How does the story of Creation tell Christians about God? Who is the Creator? What do Christians do because they believe God is the Creator?</p> <p>How does the story of Creation affect how Christians live today? How does the story of Creation affect people who are not Christians?</p> <p>If God created the world, then who created God?</p>	<p>What do you think are angels? Do you believe in angels? What do others say about angels? How do we know if something is real or not?</p>	<p>How do Christians mark Easter events in their church communities? What are the means behind the texts about good Friday? What are the meanings behind the entry into Jerusalem and the death and resurrection of Jesus? How do Christians show their beliefs about Palm Sunday/Maundy Thursday/Good Friday/Easter Sunday? What does the narrative of the Last Supper, Judas' betrayal and Peter's denial mean?</p> <p>Why is Holy Communion part of the celebration/worship? How does serving and celebrating, remembering and betrayal, trust and standing up for your beliefs make a difference to how pupils think and live?</p>	<p>What is prayer? Why do people pray? How do people know prayer works? Is prayer about a relationship with God? What do we pray for? Do you have to go somewhere special to pray? What does it mean to them? How does it work for them? What does prayer look like in real life (Islam)? How do people pray? How are prayers answered?</p> <p>What does the Lord's Prayer mean...your kingdom come? Who do they talk to? How do they talk to them? Why do they talk to them? When do religious believers pray? Do all religious believers pray in the same way? Do all religious believers pray in the same places? How do religious believers know their prayers have been answered? If you do it wrong, does that mean you are not praying? Your prayers will not be answered? Can someone pray without believing in God?</p>	<p>Why do we go on journeys? What is the journey of life? Why do people go on pilgrimages...Walsingham? Does it have to be a religious place? Why is going on Hajj important to Muslims? Do you have to be religious to be a pilgrim or go on a pilgrimage? What is the importance of the River Ganges to Hindus?</p>

St. Andrew's RE Curriculum Map

Cherry Class Year B					
Big Question	How did the world come to be through the eyes of a Humanist?	What does sacrifice mean?	Why do Christians call the day that Jesus died 'Good Friday'?	What do people pray?	Why do people make pilgrimages?
ARE (Please refer to the appendices for more detail)	Th. Yr3- A.1, A.2, B, C.1, C.2, D Th. Yr4- A.1, A.2, B, C.1, C.2, D	Ph. Yr3- A.1, A.2, B.1, B.2, Ph. Yr4- A.1, A.2, B.1, B.2,	H/S Sc. Yr3- C H/S Sc. Yr4- C	Ph. Yr3- A.1, A.2, B.1, B.2, Ph. Yr4- A.1, A.2, B.1, B.2,	Th. Yr3- B, C.1, C.2, D Th. Yr4- B, C.1, C.2, D
Links to Norfolk Agreed Syllabus units			Where do religious beliefs come from? (Yr4)		How do people express commitment to a religious world view in different ways? (Yr3)
Planning/Resources	UC - Creation	UC - Use the following planning https://www.dioceseofnorwich.org/app/uploads/2019/08/Are_angels_real_or_not.pdf	UC - Salvation	Why do People Pray? https://crossacresprimary.co.uk/wp-content/uploads/L2_4_Why_do_people_pray.pdf	https://www.dioceseofnorwich.org/app/uploads/2019/08/Key_Stage_2_Enquiry_Islam_Ummah.pdf
	https://humanists.uk/wp-content/uploads/humanist-perspectives-in-religious-education-key-stages-1-and-2.pdf	Year 4 Unit 4.5 SATRE		24/7 prayer space RE Quest You tube - I pray video Create a prayer space outside (reflection area) Eds and Ips Pack Opening up creativity - RE Today www.stir-up.org.uk/documents/LKS_2whypray.pdf Godly Play- The Synagogue and Upper Room Praying resource from Philosophy course	http://www.eriding.net/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-5-3-pilgrimage/
Visits			Visit- local church Visitor- Local Vicar	Visitor- Local Vicar/Christian/ Muslim visitor to talk about prayer	Pauline Lovelock - St Julian Shrine Visit - Walshingham Visit- Norwich Cathedral- Pilgrimage- A world of Faiths programme

St. Andrew's RE Curriculum Map

Horse Chestnut Class Year A				
Big Question	Where do religious beliefs come from? (4.1)	How do/have religious groups contribute to society and culture?	What did Jesus do to save human beings?	What is it like to follow God?
Concept	Shema, Tzedekah, Dignity, Devotions, Dilemmas		Salvation	People of God
Disciplinary Lenses	Theology focus	Human/Social sciences focus	Theology focus	Human/Social sciences focus
World Views & Non-World Views Focus	Judaism	Christianity/Hinduism	Christianity	Multi Faith Christianity/Islam/World View
Key Vocabulary		Christian, Compassion, contribution, Dharma, Hindu, Impact, Seva, Society		
Key Intentions <i>Pupils should...</i>		<ul style="list-style-type: none"> - Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. - Describe ways in which dharma impacts on and influences Hindu life and society. - Describe some of the varying ways in which religious beliefs are practised both locally and globally with reference to Christianity and Hinduism. - Identify ways in which beliefs might make a Christian or Hindu think about how they live their life. 		

St. Andrew's RE Curriculum Map

Horse Chestnut Class Year A

Horse Chestnut Class Year A				
Big Question	Where do religious beliefs come from? (4.1)	How do/have religious groups contribute to society and culture?	What did Jesus do to save human beings?	What is it like to follow God?
Operational Questions	<p>What are the key teachings? What is Shema? What do Jews do? Tzedekah - what does it mean to give? How do Jews develop dignity, devotion and eat with dilemmas? What does faith look like to a Jew? What is a Jewish home like? Where do Jews worship? Who were the Jewish prophets?</p>	<p>What is faith? Do we make gods of men? What is the contribution of religion and belief in the local community? How have Christian/Hindu Art & Music attempted to inspire people to find peace? What impact do different religious groups have on the community?</p>	<p>How is salvation linked to incarnation? Was Jesus' death a sacrifice? what is the meaning behind Jesus' death/resurrection? How do Christians celebrate Holy Communion? What is the last supper? How do Christians celebrate Easter Sunday/Good Friday? What would you sacrifice? How would sacrifice impact your life? What are the meanings behind the story? How did/does Jesus inspire the world today? How does resurrection and death make a difference in Christians' lives? How does the belief in resurrection and life after death makes a difference to Christians?</p>	<p>What does religion mean to you? Do you need God for it to be a religion or have a belief? What does it mean to follow a religion/belief? What makes a religion/belief? Where does the word religion come from and what does it mean? What is the difference between religion and belief? What does it mean to follow a religion/belief? How do religions/beliefs compare? How do different denominations within a religion compare? How do people around the world express their faith/belief? What difference does being a _____ make to daily life? What does it mean to be a _____?</p>
ARE (Please refer to the appendices for more detail)	<p>Th. Yr4- A.1, A.2, B, C.1, C.2, D Th. Yr5- B, C.1, D</p>	<p>H/S Sc. Yr4- A, B, C H/S Sc. Yr5- A.1, A.2, B, C</p>	<p>Th. Yr4- A.1, A.2, B, C.1, C.2, D Th. Yr5- B, C.1, D</p>	<p>H/S Sc. Yr4- A, B, C H/S Sc. Yr5- A.1, A.2, B, C</p>
Links to Norfolk Agreed Syllabus units			<p>What difference does the Resurrection make for Christians? (Yr5)</p>	<p>What can we learn about the world/knowledge/meaning of life from the great philosophers? (Yr5)</p>
Planning/Resources	<p>Year 4 Unit 4.1 SATRE</p> <p>tinyurl.com/4jufxtre - RE Online resources/background</p>	<p>Year 4 Unit 4.3 SATRE</p> <p>tinyurl.com/2p936yus - RE Online resources/background</p>	<p>UC - Salvation unit.</p> <p>Godly Play - Jesus and the Twelve, The faces of Easter(all), The Books of the Bible Teachings and life of Jesus - miracles, parables, beatitudes</p> <p>The bible the Big Story (the gate shut/gate open picture)</p>	<p>UC - People of God</p>
Visits				

St. Andrew's RE Curriculum Map

Horse Chestnut Class Year B				
Big Question	How do Buddhists explain suffering in the world? (6.2)	How do Hindu's make sense of the world?	What do we mean by 'truth'? Is seeing believing?	What does it mean if God is holy and loving?
Concept				
Disciplinary Lenses	Theology focus	Theology focus	Philosophy focus	Theology focus Philosophy focus
World Views & Non-World Views Focus	Islam	Hinduism	Multi Faith Sikhism/Christianity/World View	Christianity
Key Vocabulary		Ashima, Atman, Avatars, Brahman, Caste System, Karma, Moksha, Ramayana, Sam-sara	Axiom, Burden of proof, Evidence, Ik Onkar, Proof, Supreme Truth, Truth, Ultimate Reality, Waheguru	
Key Intentions <i>Pupils should...</i>		<ul style="list-style-type: none"> - 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. - Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. - 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. - Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. 	<ul style="list-style-type: none"> - Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. - Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. - Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts. 	
Operational Questions	How do Muslims explain the suffering in the world? One narrative, many beliefs: Why do people interpret things differently? How reliable are sources of authority for believers? How do Muslims make sense of the world? Why can holding beliefs be difficult?	Does religion bring peace, conflict or both? What does it mean to be part of a global religious/worldview community? How do beliefs shape identity for Hindu's? Why is there suffering in the world?	Why do Muslims stop and pray? What do Sikhs believe about the nature of God? What is Faith? Why can holding beliefs be difficult? The first and last gurus, the Khalsa and the 5 Ks. The guru Granth Sahib.	What does the bible say about God? What do Christians believe God is like? What does God hate? What did Jesus say about the people who nailed him to the cross? What does omnipotent mean? Does everyone believe there is a God? If God is holy and loving, what does that mean for Christians? For me?

St. Andrew's RE Curriculum Map

Horse Chestnut Class Year B				
Big Question	How do Buddhists explain suffering in the world? (6.2)	How do Hindu's make sense of the world?	What do we mean by 'truth'? Is seeing believing?	What does it mean if God is holy and loving?
ARE (Please refer to the appendices for more detail)	Th. Yr4- A.1, A.2, B, C.1, C.2, D Th. Yr5- B, C.1, D	H/S Sc. Yr4- A, B, C H/S Sc. Yr5- A.1, A.2, B, C Ph. Yr4- A.1, A.2, B.1, B.2, Ph, Yr5- A.1, A.2, B.1, B.2, C	Ph. Yr4- A.1, A.2, B.1, B.2, Ph, Yr5- A.1, A.2, B.1, B.2, C	Th. Yr4- A.1, A.2, B, C.1, C.2, D Th. Yr5- B, C.1, D Ph. Yr4- A.1, A.2, B.1, B.2, Ph, Yr5- A.1, A.2, B.1, B.2, C
Links to Norfolk Agreed Syllabus units				
Planning/Resources	Year 6 Unit 6.2 SATRE tinyurl.com/ydwy4yyk - RE Online resources/background	Year 5 Unit 5.5 SATRE tinyurl.com/ynmkdcxu - RE Online resources/background	Year 4 Unit 4.2 SATRE tinyurl.com/yckm4vpj - RE Online resources/background	UC - God (2B.1)
Visits				

St. Andrew's RE Curriculum Map

Oak Class Year A

Big Question	Why do Hindus try to be good?	How do Sikhs interact with culture and society? (7.5)	What difference does the Resurrection make for Christians?	What can we learn about the world/knowledge/meaning of life from the great philosophers?
Concept	Karma , Dharma, Samsara, Ahimsa, Puja, Moksha, Reincarnation		Salvation	Belief
Disciplinary Lenses	Theology focus	Human/Social sciences focus	Theology focus	Philosophy focus
World Views & Non-World Views Focus	Hinduism	Sikhism	Christianity	Multi Faith Christianity/Humanism/World View
Key Vocabulary		5 Ks, Guru, Kachera, Kangha, Kara, Kesh, Khalsa, Kirpan, Sewa	Crucifixion, Easter, Sunday, Eternal life, Forgiveness, Good Friday, Gospel, Redemption, Resurrection, Sacrifice, Salvation	Coporeal, Eternal, Incoporeal, Karma, Philosophers, Philosophy, Reincarnation, Self, Soul
Key Intentions <i>Pupils should...</i>		<ul style="list-style-type: none"> - Explain the emergence of the Sikh faith in the context of Hindu and Muslim traditions. - Explain the complex nature of how some Sikh traditions and customs interact with contemporary society. - Analyse and evaluate how Sikh beliefs impact on individuals, communities and societies. - Analyse and evaluate the importance of Sewa to Sikhs. 	<ul style="list-style-type: none"> - Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection. - Describe the divergent Christian interpretations of the resurrection. - Describe the significance of resurrection and how it shapes how Christians see the world and others. - Describe how the resurrection effects how Christians might live their lives. 	<ul style="list-style-type: none"> - Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. - Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul. - Have an understanding of the Analogy of the Cave and what it says about existence and knowledge. - Understand the relationship between the concept of a corporeal and incorporeal world.

St. Andrew's RE Curriculum Map

Oak Class Year A

Oak Class Year A				
Big Question	Why do Hindus try to be good?	How do Sikhs interact with culture and society? (7.5)	What difference does the Resurrection make for Christians?	What can we learn about the world/knowledge/meaning of life from the great philosophers?
Operational Questions	<p>Who do they believe in? Why do they believe in a God with many faces? How do Hindus understand the idea of God? What do they understand by 'murti'? What is karma? What is samsara? What is moksha? What does it mean to follow dharma? Brahman Trimurti and creation stories. Living as a Hindu.</p>	<p>Where do they worship? How do they worship? Do all Sikhs worship in the same way? How does what they believe affect the way they live? How does it affect their daily lives? How do Sikhs show they belong to their faith? What values are important to Sikhs? How does the Sikh faith link to Hindu and Muslim traditions. What importance of Sewa and the impact of service on the server and the community/society? And Why?</p>	<p>How is salvation linked to incarnation? Was Jesus' death a sacrifice? what is the meaning behind Jesus' death/resurrection? How do Christians celebrate Holy Communion? What is the last supper? How do Christians celebrate Easter Sunday/Good Friday? What would you sacrifice? How would sacrifice impact your life? What are the meanings behind the story? How did/does Jesus inspire the world today? How does resurrection and death make a difference in Christians' lives? How does the belief in resurrection and life after death makes a difference to Christians?</p>	<p>What does religion mean to you? Do you need God for it to be a religion or have a belief? What does it mean to follow a religion/belief? What makes a religion/belief? Where does the word religion come from and what does it mean? What is the difference between religion and belief? What does it mean to follow a religion/belief? How do religions/beliefs compare? How do different denominations within a religion compare? How do people around the world express their faith/belief?</p>
ARE (Please refer to the appendices for more detail)	<p>Th. Yr5- A.1, A.2, C.1, C.2, D Th. Yr6- A.1, B, C.1, C.2, D</p>	<p>H/S Sc. Yr5- A.1, A.2, B, C H/S Sc. Yr6- A.1, A.2, B, C</p>	<p>Th. Yr5- B, C.1, D Th. Yr6- B, C.1, D</p>	<p>Ph, Yr5- A.1, A.2, B.1, B.2, C Ph, Yr6- A.1, A.2, B.1, B.2, C</p>
Links to Norfolk Agreed Syllabus units		How do Sikhs interact with culture and society? (Yr7)	What difference does the Resurrection make for Christians? (Yr5)	What can we learn about the world/knowledge/meaning of life from the great philosophers? (Yr5)
Planning/Resources	<p>Sandwell SACRE Resource</p> <p>Opening up Hinduism - RE Today Stories from Hinduism - Rama and Sita etc</p> <p>Living Religions - Hinduism Religion through Art</p>	Unit 7.5 Norfolk SACRE	<p>UC - Salvation unit</p> <p>Year 5 Unit 5.4 SATRE</p> <p>Godly Play - Jesus and the Twelve, The faces of Easter(all), The Books of the Bible Teachings and life of Jesus - miracles, parables, beatitudes The bible the Big Story (the gate shut/gate open picture)</p>	Year 5 Unit 5.3 SATRE
Visits	Visitor from a Hindu Visit the Mandir	Gurdwara,		

St. Andrew's RE Curriculum Map

Oak Class Year B				
Big Question	Does religion sign peace, conflict or both?	Was Jesus the Messiah?	Is believing in God Reasonable?	Creation and science: conflicting or complementary?
Concept	Reconciliation, atonement, Yom Kippur focus,	Incarnation	Trinity, Father, Son and Holy Spirit, God, Allah, Tawhid Focus on concept of 'God'	Creation
Disciplinary Lenses	Human/Social sciences focus	Theology focus	Philosophy focus	Philosophy focus Theology focus
World Views & Non-World Views Focus	Multi Faith	Christianity	Multi Faith/Humanism	Multi Faith Christianity/Humanism/Environmental
Key Vocabulary	Ahimsa, Christianity, Conflict, Harb al-Muqadis, Hinduism, Islam, Pacifism, Peace Self-defence, Just War Theory		Cosmological Argument, Existence, Ontological Argument, Reasonableness, Teleological Argument	Big Bang Theory, Cosmology, Creation theory, Evidence, Evolution, Genesis
Key Intentions <i>Pupils should...</i>	<ul style="list-style-type: none"> - Recognise the controversial nature of this topic, explaining divergent views relating to it. - Explain what at least two religions believe about peace and conflict. - Analyse the relationship between peace and pacifism. - Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine. 	<ul style="list-style-type: none"> - Pupil's will know Jesus was Jewish - Pupil's will know that christians believe Jesus is God in flesh. - Pupil's will know that they believe his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. - Pupil's will know that the Old Testament talks about a 'rescuer' or 'anointed one' - a messiah. That some text talk about what this 'messiah' would be like. 	<ul style="list-style-type: none"> - Explain the different philosophical answers to questions relating to meaning and existence. - Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas, for example. - 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 to support or oppose the existence of God. 	<ul style="list-style-type: none"> - Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. - Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. - Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.

St. Andrew's RE Curriculum Map

Oak Class Year B

Big Question	Does religion sign peace, conflict or both?	Was Jesus the Messiah?	Is believing in God Reasonable?	Creation and science: conflicting or complementary?
<p>Operational Questions</p>	<p>What do Jews understand by reconciliation? Who have you forgiven? What does it mean to forgive somebody? What is forgiveness? How do Jews bring reconciliation to the world? How do Jews celebrate Yom Kippur? When does Yom Kippur happen? What is Yom Kippur? What is peace? How do religious believers share a message of peace around the world (charity work)? Link to the Holocaust How is reconciliation shown in other religions?</p>	<p>How is incarnation and Messiah connected in biblical texts? How do Christians put their beliefs about incarnation into practice? What are the different ways in which Christians celebrate Christmas? How is idea that Jesus is the Messiah makes sense in the wider story of the Bible? How is Jesus the Messiah important to people today? What difference does Jesus the Messiah make in people's lives? Why was Jesus called the Prince of Peace? How did Jesus bring peace to the world? Does the world need a Messiah? If so how much?</p>	<p>Who is special to you? What are the symbols of God? What do you know about God? What does God look like? What does the Bible say about God? Why is God important/special to religious believers? How do religious believers express ideas about God? Do all religions and beliefs view God in the same way? Philosophical arguments. Do the arguments people use to say that God exists make sense? Start looking at Islam and then Christians towards Easter.</p>	<p>What creations have you made and proud of? What are the different creation stories? Are they true? What is truth? How are Christian creation stories similar/different to other creation stories? Is science and faith compatible? Do Christians believe God is the creator? How does the creation story conflict with science? how does the creation story complement science? How are humans part of the creation story? What are you responsible for? What do you care about? Do creation stories have any lessons to teach us about how to live our lives today? How does this look in practice? Why do religious believers show care for the world/God's creation? How do religious believers express their beliefs about the world as God's creation?</p>
<p>ARE (Please refer to the appendices for more detail)</p>	<p>H/S Sc. Yr5- A.2, C H/S Sc. Yr6- A.2, C</p>	<p>Th. Yr5- A.1, A.2, B, C.1, D Th. Yr6- A.1, A.2, B, C.1, D</p>	<p>Ph. Yr5- A.1, A.2, B.1, B.2, C Ph. Yr6- A.1, A.2, B.1, B.2, C</p>	<p>Th. Yr5- A.1, A.2, B, C.1, C.2, D Th. Yr6- A.1, A.2, B, C.1, C.2, D Ph. Yr5- A.1, A.2, B.1, B.2, C Ph. Yr6- A.1, A.2, B.1, B.2, C</p>
<p>Links to Norfolk Agreed Syllabus units</p>	<p>Does religion bring peace, conflict or both? (Yr6)</p>		<p>Is believing in God Reasonable? (Yr5) Year 5 Unit 5.1 SATRE</p>	<p>Creation and science: conflicting or complementary? (Yr6) Year 6 Unit 6.4 SATRE</p>
<p>Planning/Resources</p>	<p>Year 6 Unit 6.1 SATRE</p>	<p>UC - Incarnation unit.</p>	<p>UC - God unit.</p>	<p>UC - Creation unit.</p>
	<p>Opening up Christianity/Judaism Exploring beliefs in Action Re Today Opening Up to Respect Statues of reconciliation. Godly Play- The Flood and The Ark??</p>		<p>Opening up Christianity Opening Up Islam Godly Play- The Holy Trinity, The Crosses, Holy Baptism</p>	<p>Godly play: Creation Creation Art Work Christian Aid A Rocha Eco RE booklet (Diocese of Norwich) Exploring belief in Action Exploring Puzzling Questions Opening Up Hinduism</p>
<p>Visits</p>	<p>Visit- Synagogue</p>			<p>Visitor- A worker from Christian Aid</p>

St. Andrew's RE Curriculum Map

Appendix 1- Age-related expectations showing Key Stages 1-2

St. Andrew's RE Curriculum Map

Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. Where beliefs come from	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview	1.Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief 2.Recognise different types of writing from within one text	1.Show awareness of different sources of authority ¹ and how they link with beliefs. 2.Identify different types of writing and give an example of how a believer might interpret a source of authority	1.Identify different sources of authority and how they link with beliefs. 2.Give examples of different writings and different ways in believers interpret sources of authority	1.Describe different sources of authority and how they link with beliefs. 2.Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	1. Explain different sources of authority and the connections with beliefs. 2.Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
B. How beliefs change over time	N/A	N/A	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non- religious worldviews	Describe how events in history and society have influenced some religious and non- religious worldviews	Explain how events in history and society have influenced some religious and non-religious worldviews
C. How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	1. Identify some links between beliefs being studied within a religion or worldview. 2. Show awareness of some of the similarities and differences between and within religions and worldviews.	1. Make clear links between different beliefs being studied within a religion or worldview. 2. Identify some of the similarities and differences between and within religions and worldviews	1. Describe the connections between different beliefs being studied and link them to sources of authority 2. Describe some of the key theological similarities and differences between and within religions and worldviews	1.Explain connections different beliefs being studied and link them to sources of authority using theological terms 2. 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 _____ ² use beliefs to guide their daily lives	Give different examples of how _____ beliefs influence daily life	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others

Philosophy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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St. Andrew's RE Curriculum Map

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

<p>Human/Social Sciences</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
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St. Andrew's RE Curriculum Map

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

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

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