

Rosecroft Primary School, Religious Education Norfolk Syllabus Sequence

Theology

It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.

There are four strands for theology:

- where beliefs come from
- how beliefs change over time
- how beliefs relate to each other
- how beliefs shape the way believers see the world

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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"> • 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 	<p><i>"Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview."</i> – Norfolk Syllabus.</p> <p>This will be achieved with the following religions:</p> <p>Judaism 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</p>	<p>Building upon previous knowledge, children will <i>"retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text."</i> – Norfolk Syllabus.</p> <p>This will be achieved with the following religions:</p> <p>Islam The concept of One God. The life and teachings of the Prophet Muhammad. The</p>	<p>Building upon KS1 knowledge, children will <i>"show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority."</i> – Norfolk Syllabus.</p> <p>This will be achieved with the following religions:</p> <p>Sikhism Concepts: Ik Onkar, Equality, hukam and Samsara. The life</p>	<p>Building upon knowledge from year 3, children will <i>"identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority."</i> – Norfolk Syllabus.</p> <p>This will be achieved with the following religions:</p> <p>Buddhism Concepts: the Buddha, Four Noble truths, the cycle of birth,</p>	<p>Rather than just identifying different sources, like in year 4, children will <i>"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."</i> – Norfolk Syllabus.</p> <p>This will be achieved with the following religions:</p>	<p>Throughout the school children would have explored different sources, but now in year 6 they will <i>"explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers."</i> – Norfolk Syllabus.</p> <p>This will be achieved with the following religions:</p> <p>Islam</p>

		<p>the lives of Jewish descendants.</p> <p>Christianity Concepts: Creation, God, incarnation, and salvation. The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.</p>	<p>Qur'an as a revealed scripture.</p> <p>Christianity Concepts: Creation, God, incarnation, and salvation. The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.</p>	<p>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.</p> <p>Christianity Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation. The life and teachings of Jesus. Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs</p>	<p>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.</p> <p>Christianity Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation. The life and teachings of Jesus. Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs.</p>	<p>Hinduism Concepts: Brahman, Ataman, 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.</p> <p>Christianity Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation. The life and teachings of Jesus. Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs.</p>	<p>Concepts: Tawhid, Creation, Prophethood, Revelation, Khalifah and Akirah. 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.</p> <p>Christianity Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation. The life and teachings of Jesus. Sources of authority such as the Bible, creeds, tradition and different genres and</p>
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							interpretations. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs.
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Philosophy

It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence, and morality.

There are three strands for philosophy:

- the nature of knowledge, meaning and existence
 - how and whether things make sense
- Issues of right and wrong, good and bad

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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 	<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 	<p>Children will <i>“give a simple reason using the word ‘because’ when talking about religion and belief.”</i> – Norfolk Syllabus.</p> <p style="text-align: center;">This will be achieved with the following religions:</p> <p style="text-align: center;">Judaism Key philosophical vocabulary Ways of reasoning Make links between belief and behaviour.</p> <p style="text-align: center;">Christianity Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.</p>	<p>Rather than just giving simple reasons, year 2 will build upon this skill and <i>“give a reason to say why someone might hold a particular belief using the word ‘because’.”</i> – Norfolk Syllabus.</p> <p style="text-align: center;">This will be achieved with the following religions:</p> <p style="text-align: center;">Islam Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.</p> <p style="text-align: center;">Christianity Key philosophical vocabulary. Ways of reasoning. Make</p>	<p>Using knowledge from year KS1 about why someone may follow a certain belief, children will now <i>“decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.”</i> – Norfolk Syllabus.</p> <p style="text-align: center;">This will be achieved with the following religions:</p> <p style="text-align: center;">Sikhism The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Sikh</p>	<p>Developing argument skills within RE that are first introduced in year 3, children will <i>“begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view, providing pieces of evidence to support these views.”</i> – Norfolk Syllabus.</p> <p style="text-align: center;">This will be achieved with the following religions:</p> <p style="text-align: center;">Buddhism The different views about the nature of</p>	<p>Building upon skills from LKS2, children will <i>“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.”</i> – Norfolk Syllabus.</p> <p style="text-align: center;">This will be achieved with the following religions:</p> <p style="text-align: center;">Hinduism The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Introduce moral issues and</p>	<p>As children have learnt to explain different arguments, they will now <i>“begin to analyse and evaluate whether a position or argument is coherent and logical, and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument.”</i> – Norfolk Syllabus.</p> <p style="text-align: center;">This will be achieved with the following religions:</p> <p style="text-align: center;">Islam</p>

religion and belief			links between belief and behaviour.	<p>perspectives on moral issues, including impact of 'hukam' and emphasis on equality.</p> <p>Christianity The different views about the nature of knowledge, meaning and existence. The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition. Christian perspectives on moral issues.</p>	<p>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.</p> <p>Christianity The different views about the nature of knowledge, meaning and existence. The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition. Christian perspectives on moral issues.</p>	<p>consider the consequences of action in relation to karma. Moral and values expressed in Hindu stories.</p> <p>Christianity The different views about the nature of knowledge, meaning and existence. The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition. Christian perspectives on moral issues.</p>	<p>The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Muslim perspectives on moral issues, including the idea of 'intention'.</p> <p>Christianity The different views about the nature of knowledge, meaning and existence. The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition. Christian perspectives on moral issues.</p>
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Humanist / Social Science

It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

There are three strands for human/social sciences:

- The diverse nature of religion
- Diverse ways in which people practice and express beliefs
- The ways in which beliefs shape individual identity, and impact on communities and society and vice versa

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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, 	<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 	<p><i>“Recognise that beliefs can have an impact on a believer’s daily life, their family or local community.” – Norfolk Syllabus.</i></p> <p>This will be achieved with the following religions:</p> <p>Judaism 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.</p>	<p>Building upon previous knowledge from year 1, rather than just recognising, children will <i>“identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.” – Norfolk Syllabus.</i></p> <p>This will be achieved with the following religions:</p> <p>Islam 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.</p>	<p>In year 3, children will <i>“identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society.”</i> This extending knowledge with the introduction of society – <i>Norfolk Syllabus.</i></p> <p>This will be achieved with the following religions:</p> <p>Sikhism Key vocabulary and global diversity associated with the study of Sikhism, including term Sikhi. The diversity of practice including the Gurdwara,</p>	<p>Children are starting to use their knowledge to evaluate how religion shape beliefs. <i>“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.” – Norfolk Syllabus.</i></p> <p>This will be achieved with the following religions:</p> <p>Buddhism Key vocabulary and global diversity associated with the study of Buddhism.</p>	<p>Building from knowledge from LKS2, children will <i>“explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.” – Norfolk Syllabus.</i></p> <p>This will be achieved with the following religions:</p> <p>Hinduism Key vocabulary and global diversity associated with the study of Hinduism. Sanatan Dharma, the diversity of practice and expression and</p>	<p><i>“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.” – Norfolk Syllabus.</i></p> <p>This will be achieved with the following religions:</p> <p>Islam 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</p>

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 . • Say what matters to them or is of value. • Use their senses to investigate religion and belief	wear because of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious belief . • Say what matters to them or is of value. • Use their senses to investigate religion and belief	Christianity Key vocabulary associated with the study of Christianity. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations.	Christianity Key vocabulary associated with the study of Christianity. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations.	festivals and ceremonies such as Amrit. Symbolism including varying practice of wearing the 5Ks. Importance of values in the Sikh tradition. Global importance of Amrtisar and the Golden Temple. Christianity Key vocabulary and global diversity associated with the study of Christianity. The church, worship and festivals. The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.	Meditation and study, festivals and pilgrimage and symbolism. Varying practice, and the importance of looking after the environment. Christianity Key vocabulary and global diversity associated with the study of Christianity. The church, worship and festivals. The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.	festivals. The impact of ahimsa, dharma and karma on daily life and beyond. Christianity Key vocabulary and global diversity associated with the study of Christianity. The church, worship and festivals. The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.	expression, customs and practices within Islam and their impact on daily life. The importance of Ramadan, the two Eid festivals and Jummah prayers. Christianity Key vocabulary and global diversity associated with the study of Christianity. The church, worship and festivals. The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.
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