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
Recognise	Recognise	"Give a clear,	Building upon	Building upon KS1	Building upon	Rather than just	Throughout the
simple	simple religious	simple account of at	previous knowledge,	knowledge, children	knowledge from	identifying	school children
religious	beliefs or	least one narrative,	children will <i>"retell a</i>	will "show	year 3, children will	different sources,	would have
beliefs or	teachings. •	story or important	narrative, story or	awareness of	"identify different	like in year 4,	explored different
teachings. •	Talk about	text used by at least	important text from	different sources of	sources of authority	children will	sources, but now in
Talk about	some aspects	one religion or	at least one religion	authority and how	and how they link	"describe different	year 6 they will
some aspects	of a religious or	worldview." –	or worldview and	they link with	with beliefs. Give	sources of	"explain different
of a religious	belief story. •	Norfolk Syllabus.	recognise a link with	beliefs. Identify	examples of	authority and how	sources of
or belief	Introduce key		a belief. Recognise	different types of	different writings	they link with	authority and the
story. •	theological	This will be	different types of	writing and give an	and different ways	beliefs. Describe a	connections with
Introduce key	vocabulary	achieved with the	writing from within	example of how a	in which believers	range of different	beliefs. Begin to
theological	such as 'God'. •	following religions:	one text." – Norfolk	believer might	interpret sources of	interpretations of	discuss the
vocabulary	Recreate		Syllabus.	interpret a source of	authority." –	sources of	reliability and
such as 'God'.	religious and	Judaism		authority." – Norfolk	Norfolk Syllabus.	authority and	authenticity of
 Recreate 	belief stories	The concept of One	This will be achieved	Syllabus.		consider the	texts that are
religious and	through small	God The Torah as	with the following		This will be	reliability of these	authoritative for a
belief stories	world play. •	the five books of	religions:	This will be	achieved with the	sources for a group	group of believers."
through small	Talk about	Moses, written in		achieved with the	following religions:	of believers." –	– Norfolk Syllabus.
world play. •	sacred texts	Hebrew. The	Islam	following religions:		Norfolk Syllabus.	
Talk about		different genre	The concept of One		Buddhism		This will be
sacred texts		contained within	God. The life and	Sikhism	Concepts: the	This will be	achieved with the
		the first five books.	teachings of the	Concepts: Ik Onkar,	Buddha, Four	achieved with the	following religions:
		Narratives about	Prophet	Equality, hukam and	Noble truths, the	following religions:	
			Muhammad. The	Samsara. The life	cycle of birth,		Islam

the li	ves of Jewish	Qur'an as a revealed	and teachings of the	death and rebirth,	Hinduism	Concepts: Tawhid,
de	scendants.	scripture.	10 Gurus The Guru	and the Five	Concepts:	Creation,
			Granth Sahib,	Precepts. The	Brahman, Ataman,	Prophethood,
Ch	hristianity	Christianity	including its	varying beliefs	Avatars, Ahimsa,	Revelation,
Conce	epts: Creation,	Concepts: Creation,	compilation and	about God. The	Samsara and	Khalifah and
God,	incarnation,	God, incarnation,	diversity of	Jakata tales,	Karma. The oral	Akirah. The life and
and s	salvation. The	and salvation. The	contents. Stories	Tipitaka and Metta	tradition and the	teachings of the
life an	d teachings of	life and teachings of	from the life of Guru	Sutta. Key writings	Vedas, different	Prophet
Jesus.	The Bible as a	Jesus. The Bible as a	Nanak (janamaskhis)	of Buddhist	genre and	Muhammad and
sac	red text for	sacred text for	Impact of	teachers. How	interpretations.	the Six Articles of
Chris	stians and its	Christians and its	martyrdom on Sikh	Buddha's	Examples of	Sunni Belief. The
diffe	erent genres.	different genres.	teachings.	experience	teachings of Hindu	Qur'an and Hadith
		-	-	impacted on	teachers. Examples	as sources of
			Christianity	beliefs.	of events and	authority, different
			Concepts: Creation		experiences which	genres and the
			and Fall, God	Christianity	have impacted on	value of recitation.
			(Trinity),	Concepts: Creation	Hindu beliefs.	Key teachings from
			Incarnation, and	and Fall, God		important Muslim
			Salvation. The life	(Trinity),	Christianity	teachers. The
			and teachings of	Incarnation, and	Concepts: Creation	impact of the
			Jesus. Sources of	Salvation. The life	and Fall, God	spread of Islam.
			authority such as	and teachings of	(Trinity),	How experiences
			the Bible, creeds,	Jesus. Sources of	Incarnation, and	have impacted on
			tradition and	authority such as	Salvation. The life	belief.
			different genres and	the Bible, creeds,	and teachings of	
			interpretations. Key	tradition and	Jesus. Sources of	Christianity
			teachings from	different genres	authority such as	Concepts: Creation
			important Christian	and	the Bible, creeds,	and Fall, God
			thinkers. How	interpretations. Key	tradition and	(Trinity),
			events in society	teachings from	different genres	Incarnation, and
			have influenced	important Christian	and	Salvation. The life
			Christian beliefs	thinkers. How	interpretations.	and teachings of
				events in society	Key teachings from	Jesus. Sources of
				have influenced	important Christian	authority such as
				Christian beliefs.	thinkers. How	the Bible, creeds,
					events in society	tradition and
					have influenced	different genres
					Christian beliefs.	and

			interpretations. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs.

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
• Raise	Raise puzzling	Children will "give a	Rather than just	Using knowledge	Developing	Building upon skills	As children have
puzzling and	and interesting	simple reason using	giving simple	from year KS1 about	argument skills	from LKS2, children	learnt to explain
interesting	questions	the word 'because'	reasons, year 2 will	why someone may	within RE that are	will "explain, using	different
questions	about religious	when talking about	build upon this skill	follow a certain	first introduced in	a range of reasons,	arguments, they
about	and belief	religion and belief."	and <i>"give a reason</i>	belief, children will	year 3, children will	whether a position	will now "begin to
religious and	stories. • Raise	– Norfolk Syllabus.	to say why someone	now "decide if a	"begin to weigh up	or argument is	analyse and
belief stories.	puzzling and		might hold a	reason or argument	whether different	coherent and	evaluate whether a
• Raise	interesting	This will be	particular belief	based on a religion	reasons and	logical. Link a	position or
puzzling and	questions	achieved with the	using the word	or belief makes	arguments are	range of different	argument is
interesting	about the	following religions:	'because'." – Norfolk	sense to them and is	expressed	pieces of evidence	coherent and
questions	world around		Syllabus.	expressed clearly.	coherently when	together to form a	logical, and show
about the	them. • Talk	Judaism		Use more than one	studying religion	coherent	increasing
world around	about what	Key philosophical	This will be achieved	reason to support	and belief. Give	argument." –	awareness of
them. • Talk	concerns them	vocabulary Ways of	with the following	their view." –	reasons for more	Norfolk Syllabus.	divergence of
about what	about different	reasoning Make	religions:	Norfolk Syllabus.	than one point of		opinion. Use well-
concerns	ways in which	links between belief			view, providing	This will be	chosen pieces of
them about	people behave.	and behaviour.	Islam	This will be	pieces of evidence	achieved with the	evidence to support
different ways	Say what		Key philosophical	achieved with the	to support these	following religions:	and counter a
in which	matters to	Christianity	vocabulary. Ways of	following religions:	views." – Norfolk		particular
people	them or is of	Key philosophical	reasoning. Make		Syllabus.	Hinduism	argument." –
behave. • Say	value.	vocabulary. Ways of	links between belief	Sikhism		The different views	Norfolk Syllabus.
what matters	Use their	reasoning. Make	and behaviour.	The different views	This will be	about the nature of	
to them or is	senses to	links between belief		about the nature of	achieved with the	knowledge,	This will be
of value.	investigate	and behaviour.	Christianity	knowledge,	following religions:	meaning and	achieved with the
 Use their 	religion and		Key philosophical	meaning and		existence.	following religions:
senses to	belief		vocabulary. Ways of	existence.	Buddhism	Introducing ethical	
investigate			reasoning. Make	Introducing ethical	The different views	theory. Introduce	Islam
				theory. Sikh	about the nature of	moral issues and	

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

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
Identify	 Identify 	"Recognise that	Building upon	In year 3, children	Children are	Building from	"Begin to analyse
simple	simple features	beliefs can have an	previous knowledge	will "identify a range	starting to use their	knowledge from	and evaluate how
features of	of religious life	impact on a	from year 1, rather	of ways in which	knowledge to	LKS2, children will	beliefs impact on,
religious life	and practice in	believer's daily life,	than just	beliefs can have an	evaluate how	"explain how	influence and
and practice	a family	their family or local	recognising, children	impact on a	religion shave	beliefs impact on	change individual
in a family	context. •	community." –	will "identify ways in	believer's daily life,	beliefs. "Describe	and influence	lives, communities
context. •	Recognise a	Norfolk Syllabus.	which beliefs can	their family,	ways in which	individual lives,	and society, and
Recognise a	number of		have an impact on a	community and	beliefs can impact	communities and	how individuals,
number of	religious	This will be	believer's daily life,	society." This	on and influence	society, and how	communities and
religious	words.	achieved with the	their family or local	extending	individual lives,	individuals,	society can also
words.	 Know where 	following religions:	community." –	knowledge with the	communities and	communities and	shape beliefs." –
Know where	some religious		Norfolk Syllabus.	introduction of	society and show	society can also	Norfolk Syllabus.
some	worldviews	Judaism		society – <i>Norfolk</i>	awareness of how	shape beliefs." –	
religious	originated •	Key vocabulary	This will be achieved	Syllabus.	individuals,	Norfolk Syllabus.	This will be
worldviews	Name some	associated with the	with the following		communities and		achieved with the
originated •	religious	study of Judaism.	religions:	This will be	society can also	This will be	following religions:
Name some	symbols. •	Shabbat and the		achieved with the	shape beliefs." –	achieved with the	
religious	Name some	importance of the	Islam	following religions:	Norfolk Syllabus.	following religions:	Islam
symbols. •	religious	home and family	Key vocabulary				Key vocabulary and
Name some	artefacts.	life The role of	associated with the	Sikhism	This will be	Hinduism	global diversity
religious	 Talk about 	festivals which	study of Islam. The	Key vocabulary and	achieved with the	Key vocabulary and	associated with the
artefacts.	religious events	connect with Jewish	masjid (mosque), the	global diversity	following religions:	global diversity	study of Islam. The
 Talk about 	that they see	history. The	Five Pillars of Islam,	associated with the		associated with the	masjid, the Five
religious	or hear about	synagogue and	symbolism and	study of Sikhism,	Buddhism	study of Hinduism.	Pillars of Islam and
events that	e.g. festivals,	varying ceremonies	artefacts. The role of	including term Sikhi.	Key vocabulary and	Sanatan Dharma,	the three main
they see or	ceremonies. •	that take place	festivals, ceremonies	The diversity of	global diversity	the diversity of	Muslims traditions
hear about	Talk about	within it.	and Madrassah in	practice including	associated with the	practice and	(Sunni, Shia, Sufi).
e.g. festivals,	what people		the Muslim tradition.	the Gurdwara,	study of Buddhism.	expression and	Diversity of

Talk about what people worship. • Talk to someone who holds a particular religious belief 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 • Use their senses to for value. • Use their senses to for value. • Use their senses to for value. • Use their senses to investigate religion and belief • Use their senses to investigate religion and belief • Visit a local place of who holds a particular religious belief should 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 • Visit a local place of study of Christianity. The tocal church(es), symbolism and artefacts as expressions of the throw or is of passage, worship gathering and celebrations. • Visit a local place of study of Christianity. The including varying associated with the study of Christianity. The importance of intes of value. • Use their senses to investigate religion and belief • Visit a local place of who holds a particular religious and belief • Visit a local place of who holds a particular religious and particular religions and belief • Visit a local place of their beliefs. • Visit a local place of christianity associated with the study of Christianity. The importance of intes of value. • Use their senses to investigate religion and belief • Visit a local place of study of Christianity. The inmortance of intes of values in the Sikh tradition. Global importance of intes of value with the study of Christianity. The importance of intes of passage, worship agathering and celebrations. • Visit a local place of who holds a particular religious and sartefacts as expressions of the christianity. The importance of intes of value. • Use their senses to invokable their interfacts as expressions of the christianity. The importance of intes of v	ceremonies. •	wear because	Christianity		festivals and	Meditation and	festivals. The	expression,
wear because of their beliefs. of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious belief 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 inwestigate religion and 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 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 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 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 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 concerns them about different ways in which people behave. • Say what mitters to them or is of value. • Use their senses to investigate religion and 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 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 concerns the matters to them or is of value. • Use their senses to investigate religion and concerns the matters to them or is of value. • Use their senses to investigate religion and concerns the matters to them or is of value. • Use their senses to investigate religion and concerns the matters to them or is of value. • Use their senses to investigate religion and 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 concerns them about dif	Talk about	of their beliefs.	Key vocabulary	Christianity	ceremonies such as	study, festivals and	impact of ahimsa,	customs and
of their beliefs. • Visit a local or worship. • Talk to someone who holds a place of particular religious belief about what concerns them about different ways in which people behave. • Say what matters to them or is of particular religion and concerns them about different ways in which people behave. • Say what matters to them or is of of value. • Use their someones the mother of them or is of them. • Talk investigate roll of them the 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 rise in which people behave. • Say what matters to them or is of value. • Use their senses to in which people behave. • Say what matters to them or is of value. • Use their senses to investigate rise in which people behave. • Say what matters to them or is of value. • Use their senses to investigate rise in which people behave. • Say what matters to the will be the people behave. • Say what matters to the will be the people behave. • Say what matters to first of value. • Use their senses to investigate religion and reli	what people	 Visit a local 	associated with the	Key vocabulary	Amrit. Symbolism	pilgrimage and	dharma and karma	practices within
beliefs. • Visit a local who holds a place of worship. • Talk to someone who holds a particular religious belief Talk to someone who holds a particular religious belief someone who holds a particular religious belief 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 roll belief behave. • Say what matters to them or is of of value. • Use their senses to investigate religion and concerns them about different ways in which people behave. • Say what matters to them or is of of value. • Use their senses to investigate religion and concerns them about different ways in which people behave. • Say what matters to them or is of of value. • Use their senses to investigate religion and 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 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 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 religious belief them of value. • Use their senses to investigate religion and religious belief them of value. • Use their senses to investigate religion and religious belief them of value. • Use their senses to investigate religion and religious belief them and the role of the christian and the role of the chris	wear because	place of	study of	associated with the	including varying	symbolism. Varying	on daily life and	Islam and their
• Visit a local place of worship. • Talk to someone who holds a particular religious belief them or is of particular religion and about what concerns them about different ways in which people behave. • Say what matters to them or is of of value. • Use their senses to investigate rolling on and of value. • Use their senses to investigate rolling on and of value. • Use their senses to investigate rolling on and of value. • Use their senses to investigate rolling on and of value. • Use their senses to investigate rolling on and of value. • Use their senses to investigate rolling on and different ways in which people behave. • Say what matters to them or is of of value. • Use their senses to investigate religion and different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate religion and different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate religion and refacts as expressions of Christian and the role of the Christian faith and the role of the Christian faith and the role of the Christian faith and the role of the Christian community in charity work.	of their	worship. • Talk	Christianity. The	study of Christianity.	practice of wearing	practice, and the	beyond.	impact on daily life.
place of worship. • Talk to someone who holds a particular religious belief 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 roll of them or is of value. • Use their senses to investigate roll of them or is of passage, worship gin which people behave. • Say what matters to them or is of value. • Use their senses to investigate roll of them or is of passage will what matters to them or is of passage will what matters to them or is of passage will what matters to them or is of passage will what matters to them or is of passage will what matters to them or is of passage will what matters to them or is of passage will what matters to them or is of passage will what matters to them or is of passage will what matters to them or is of passage will what matters to them or is of passage will what matters to them or is of passage will will be a the manual will be importance of rites of passage, worship gathering and celebrations. • Water hand on the importance of ites of passage, worship gathering and celebrations. • Use their senses to investigate roll of the concerns them about different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate roll of the concerns to them or is of value. • Use their senses to investigate roll of the concerns the tother or is of value. • Use their senses to investigate roll of the concerns the way in which people behave. • Say what matters to them or is of value. • Use their senses to investigate roll of the concerns the tother or is of value. • Use their senses to investigate roll of the concerns the proper will be a the roll of the concerns the concerns the concerns the proper will be a the roll of the concerns the concerns the proper will be a the roll of the concerns the concerns the concerns the proper will be a the roll of the concerns t	beliefs.	to someone	local church(es),	The local church(es),	the 5Ks. Importance	importance of		The importance of
worship. • Talk to someone who holds a particular religious belief about what concerns them about different ways in which people behave. • Say what matters to of value. • Use their someone who holds a particular religion and concerns the matters to importance of rites of passage, worship gathering and concerns them about different ways in which people behave. • Say what matters to for value. • Use their someone who holds a particular religion and concerns the matters to importance of rites of passage, worship gathering and celebrations. • Use their someone who holds a particular religion and collebrations. • Use their someone who holds a particular religion and belief about what concerns the matters to importance of rites of passage, worship gathering and celebrations. • Use their someone who holds a particular religion and belief about what concerns the matters to finance of rites of passage, worship gathering and celebrations. • Use their someone who holds a them or is of passage, worship gathering and celebrations. • Use their someone who holds a them or is of passage, worship gathering and celebrations. • Use their someone who holds a them or is of value. • Use their someone who holds a them or is of value. • Use their someone who holds a particular religion and belief about what concerns them about different ways in which people behave. • Say what matters to to them or is of value. • Use their someone who holds a particular religion and belief about what concerns them about different ways in which people behave. • Say what matters to to them or is of value. • Use their someone who holds a particular religion and belief about what concerns them about different ways in which people behave. • Say what matters to to them or is of value. • Use their someone who holds are religion and belief about what concerns them about different ways in which people behave. • Say what matters to to them or is of value. • Use their someone who holds are religion and belief about what concerns the matter to furtic	 Visit a local 	who holds a	symbolism and	symbolism and	of values in the Sikh	looking after the	Christianity	Ramadan, the two
Talk to someone who holds a matters to someone who holds a particular religious belief sabout what concerns them about different ways in which people behave. • Say what matters to to them or is of value. • Use their senses to investigate rabicular is in which people behave. • Say what matters to to them or is of to them or is of passage, worship gathering and celebrations. • Use their senses to investigate religion and office them about different ways in which people behave. • Say what matters to them or is of passage, worship gathering and celebrations. • Use their senses to investigate religion and office them about different ways in which people behave. • Say what matters to them or is of passage, worship gathering and celebrations. • Use their senses to investigate religion and office them about different ways in which people behave. • Say what matters to them or is of passage, worship gathering and celebrations. • Use their senses to investigate religion and of passage, worship gathering and celebrations. • Use their senses to investigate religion and of passage, worship gathering and celebrations. • Use their senses to investigate religion and of passage, worship gathering and celebrations. • Use their importance of rites of passage, worship gathering and celebrations. • Use their importance of rites of passage, worship gathering and celebrations. • Use their importance of rites of passage, worship gathering and celebrations. • Use their importance of rites of passage, worship gathering and celebrations. • Use their importance of rites of passage, worship gathering and celebrations. • Use their importance of the importanc	place of	particular	artefacts as	artefacts as	tradition. Global	environment.	Key vocabulary and	Eid festivals and
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