

## Programme of Study for Religious Education

We have based the purpose of study and curriculum aims for our programme of study on the Norfolk Agreed Syllabus for Religious Education.

### **Purpose of study**

High-quality RE supports pupils' religious literacy. In the context of our programme of study, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

### **Aims**

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological and philosophical perspectives.
- To gain and apply skills rooted in theology and philosophy to engage critically with religious and non-religious worldviews.
- To begin to form own views of religion and spirituality through the study of world religions.

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the programme of study. It is against this, that children are assessed.

### Curriculum Map for Religious Education

Year 1	Year 2	Year 3	Year 4	Upper Key Stage 2	
<b>Light</b> Festivals and stories of Christmas, Diwali and Hanukah <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Hinduism</li> <li>• Judaism</li> </ul>	<b>Marhaba Morocco</b> The mosque in Norwich; Mohammed; importance of religion and belief <ul style="list-style-type: none"> <li>• Islam</li> </ul>	<b>Muslim Child</b> Daily life of a Muslim child in Britain. <ul style="list-style-type: none"> <li>• Islam</li> </ul>	<b>Rules for Life</b> Pillars of Islam; Moses and the 10 Commandments; the teachings of Jesus. <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Judaism</li> </ul>	<b>Places of worship- church, mosque and gurdwara</b> Places of worship; prayer and meditation. <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Sikhism</li> </ul>	<b>Pilgrimage and Hajj</b> Pilgrimage; importance of religion and belief <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Hinduism</li> </ul>
<b>Then and Now</b> The church in Gresham; importance of religion and belief <ul style="list-style-type: none"> <li>• Christianity</li> </ul>	<b>Castles and Cathedrals</b> The cathedral in Norwich; Jesus; stories from the Bible. <ul style="list-style-type: none"> <li>• Christianity</li> </ul>	<b>Special Books- Bible, Qu'ran and Torah</b> Religious texts; similarities and differences. <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Judaism</li> </ul>	<b>Celebrating Easter and Eid al-Fitr</b> Importance of Easter and Ramadan; abstinence <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> </ul>	<b>What happens when we die?</b> Worldviews; personal reflection <ul style="list-style-type: none"> <li>• Hinduism</li> <li>• Buddhism</li> <li>• Sikhism</li> </ul>	<b>Being a Buddhist</b> Buddha, karma and the Four Noble Truths; importance of religion and belief <ul style="list-style-type: none"> <li>• Buddhism</li> </ul>

## Year 7 destinations

Our children transfer to three high schools, all with different content in Year 7. We are confident that the Religious Education that our children learn at Gresham Village will equip them for whichever high school they transfer to.

Sheringham High School	Cromer Academy	Aylsham High School
<p>How do people's beliefs affect their actions?</p> <p>What is awe and wonder?</p> <p>Does God exist?</p>	<p><b>What is the love of wisdom?</b> Through a philosophical lens, exploring the philosophy of Socrates, Plato, Aristotle, Seneca and Confucius. Students engage in dialogue and evaluate the importance of the teaching of these philosophers.</p> <p><b>What do the Abrahamic Faith stories reveal about God?</b> Through a theological lens, exploring the importance of the development of Judaism, Christianity and Islam through narratives that underpin these faiths.</p> <p><b>How do creation narratives shape what it means to be human?</b> Through a social sciences lens, exploring how various narratives have helped humans make sense of human origins and meanings in life.</p>	<p>Belief in God</p> <p>Christianity and Islam</p> <p>Hinduism</p> <p>Buddhism</p>

## Progression in skills and understanding

Aspect of learning	Key Stage 1	Lower Key Stage 2 with support	Upper Key Stage 2 with growing independence
Learning about religion and belief	<ul style="list-style-type: none"> <li>a. explore a range of religious stories and sacred writings, and talk about their meanings</li> <li>b. name and explore a range of celebrations, worship and rituals noting similarities and differences, where appropriate</li> <li>c. identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</li> <li>d. explore how religious beliefs and ideas, and those of worldviews, can be expressed through the creative and expressive arts and communicate their responses</li> <li>e. identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>a. describe the key aspects of religions and worldviews, especially the people, stories, traditions and customs that influence their beliefs and values</li> <li>b. describe the variety of practices and ways of life in religions and worldviews and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>c. identify and begin to describe the similarities and differences within and between religions, and within and between worldviews</li> <li>d. investigate the significance of religion and worldviews in the local, national and global communities</li> <li>e. use specialist vocabulary in communicating their knowledge and understanding</li> </ul>	
Learning from religion and belief	<ul style="list-style-type: none"> <li>a. reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness</li> <li>b. ask and respond imaginatively to puzzling questions, communicating their ideas</li> <li>c. identify what matters to them and others, including those with religious commitments, and communicate their responses</li> <li>d. reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice</li> <li>e. recognise that religious teachings and ideas make a difference to individuals, families and the local community</li> </ul>	<ul style="list-style-type: none"> <li>a. reflect on and begin to analyse what it means to belong to a faith community, communicating their own and others' responses</li> <li>b. respond to and begin to analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>c. discuss their own and others' views of religious truth and belief, expressing their own ideas and beginning to evaluate the views of others</li> <li>d. reflect on ideas of right and wrong and their own and others' responses to them</li> <li>e. reflect on and begin to evaluate sources of inspiration in their own and others' lives.</li> </ul>	

## **Key Stage 1**

Throughout Key Stage 1, pupils investigate Christianity and are introduced to other world religions in the context of cross-curricular learning (see the Key Stage 1 Curriculum Overview).

They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and materials from religions and worldviews. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and beliefs for some children and their families, as well as recognising that for some it is not important. Pupils ask relevant questions and use their imagination to develop a sense of wonder about the world. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

### **Experiences and opportunities**

Children will have the opportunity to:

- visit places of worship with a focus on stories, symbols and feelings
- listen to and responding to visitors from religious and non- religious groups
- use their senses to explore religious artefacts
- use art and design, music, dance and drama to express feelings and ideas

### **Key Stage 1 knowledge, skills and understanding**

#### **1. Learning about religion and belief:**

Pupils should take part in enquiries which enable them to:

- a. explore a range of religious stories and sacred writings, and talk about their meanings
- b. name and explore a range of celebrations, worship and rituals noting similarities and differences, where appropriate
- c. identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- d. explore how religious beliefs and ideas, and those of worldviews, can be expressed through the creative and expressive arts and communicate their responses

e. identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases.

## **2. Learning from religion and belief:**

Pupils should take part in enquiries which enable them to:

- a. reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness
- b. ask and respond imaginatively to puzzling questions, communicating their ideas
- c. identify what matters to them and others, including those with religious commitments, and communicate their responses
- d. reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice
- e. recognise that religious teachings and ideas make a difference to individuals, families and the local community

In Key Stage 1, Religious Education is taught as part of cross-curricular themes; the content and sequence is detailed in the **Key Stage 1 Curriculum Overview**.

## **Key Stage 2**

Throughout Key Stage 2 pupils learn about Christianity, other principal religions, other religious beliefs and worldviews, recognising the impact of religion and belief both locally and globally. They make connections between differing aspects of religion and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion and worldviews. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within, and between, religions and the importance of dialogue between people of different beliefs. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and in valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others, in the light of their learning in Religious Education.

### **Experiences and Opportunities**

Children will have the opportunity to:

- encounter religion and worldviews through visitors or visits to places of worship, whenever possible, and technology when this is not possible
- meet people who are religious believers
- debate some religious and philosophical questions, reflecting on their own and others' insights into life and its origin, purpose and meaning and learning to engage in dialogue respectfully

## **Knowledge, skills and understanding for Key Stage 2**

### **1. Learning about religion and belief:**

Pupils take part in enquiries which enable them to:

- a. describe the key aspects of religions and worldviews, especially the people, stories, traditions and customs that influence their beliefs and values
- b. describe the variety of practices and ways of life in religions and worldviews and understand how these stem from, and are closely connected with, beliefs and teachings
- c. identify and begin to describe the similarities and differences within and between religions, and within and between worldviews
- d. investigate the significance of religion and worldviews in the local, national and global communities
- e. use specialist vocabulary in communicating their knowledge and understanding

### **2. Learning from religion and belief:**

Pupils take part in enquiries which enable them to:

- a. reflect on and begin to analyse what it means to belong to a faith community, communicating their own and others' responses
- b. respond to and begin to analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- c. discuss their own and others' views of religious truth and belief, expressing their own ideas and beginning to evaluate the views of others
- d. reflect on ideas of right and wrong and their own and others' responses to them

e. reflect on and begin to evaluate sources of inspiration in their own and others' lives.

## Lower Key Stage 2 Study Units

### Year 3

Muslim Child
<p><b>Summary of learning:</b></p> <p>This unit builds on learning about Islam in the Y2 unit Marhaba Morocco. It leads on to the Y3 unit on Special Books and the Y4 units on 'Rules for Life' and 'Celebrating Easter and Eid al-Fitr'.</p> <p>In this study unit, the children will study the daily lives of a range of Muslim children living in different parts of Britain. They will find out about how their religion impacts on their daily lives and about some of the beliefs they hold. They will compare and contrast with their own lives and beliefs, finding similarities and differences.</p> <p><b>Vocabulary to be introduced and understood:</b></p> <p>Islam, Muslim, daily prayer, mosque, imam, Mohammed, Ramadan</p>

Special Books- Bible, Qu'ran and Torah
<p><b>Summary of learning:</b></p> <p>This unit builds on learning about Islam and Christianity in the Y2 units 'Marhaba Morocco' and 'Castles and Cathedrals' and the previous Y3 unit 'Muslim Child' and the Y4 units on 'Rules for Life' and 'Celebrating Easter and Eid al-Fitr'.</p> <p>In this study unit, the children will find out about the special books of the Christian, Islamic and Jewish faiths. They will learn about what makes them 'holy' and how the books are written and structured and compare and contrast some of the stories, such as the story of Noah, which appear in all three special books. They will find out about the importance of the books to each of the religions and consider how such old books could be helpful in the modern world.</p> <p><b>Vocabulary to be introduced and understood:</b></p> <p>Bible, Qu'ran, Torah, Christian, Christianity, Islam, Muslim, Judaism, Jew, Jewish, holy.</p>



## Year 4

### Rules for life- Christianity and Islam

**Summary of learning:**

This unit builds on learning about Islam and Christianity in the Y2 units 'Marhaba Morocco' and 'Castles and Cathedrals' and the previous Y3 units 'Muslim Child' and 'Special Books'. It leads on to the Upper Key Stage 2 unit 'Being a Buddhist'.

In this study unit, the children learn about the basic rules for life for the Christian and Islamic faiths. They will learn about the teachings of Jesus and Mohammed and their importance to Christians and Muslims. They will read the Christian story of the Good Samaritan and analyse how this story explains the Christian message of 'love your neighbour as you love yourself'. They will learn about the Five Pillars of Islam. They will explore the meaning of religious rules and why it is important for religions to have rules as a guide to living a good life. They will have the opportunity to talk to Christian and Muslim visitors about their faiths and to find similarities and differences between Christianity and Islam with regard to rules for life.

**Vocabulary to be introduced and understood:**

Christianity, Christian, Bible, Jesus, Good Samaritan, neighbour, love, Islam, Muslim, Five Pillars of Islam, Mohammed.

### Celebrating Easter and Eid al-Fitr

**Summary of learning:**

This unit builds on learning about Islam and Christianity in the Y2 units 'Marhaba Morocco' and 'Castles and Cathedrals' and the Y3 units 'Muslim Child' and 'Special Books' and the previous Y4 unit 'Special Books'. It leads on to the Upper Key Stage 2 units 'Pilgrimage and Hajj' and 'Being a Buddhist'.

In this study unit, the children will learn about the key Christian and Muslim festivals of Easter and Eid al-Fitr and the associated Christian and Muslim periods of abstinence of Lent and Ramadan. They will learn about the events of Easter leading up to the resurrection of Jesus and the reasons that Muslims observe Ramadan. They will find out how Christians and Muslims in Britain observe these holy months and festivals and find similarities and differences. They will consider their own lives and whether a period of abstinence would be worthwhile.

**Vocabulary to be introduced and understood:**

Christian, Muslim, festival, Holy, Easter, Jesus, Good Friday, Easter Sunday, resurrection, Ramadan, Eid al-Fitr, Mohammed, Qu'ran, Bible, abstinence, fasting, belief, celebration

## Upper Key Stage 2 Study Units

### Places of worship- church, mosque and gurdwara.

**Summary of learning:**

This unit builds on learning about Islam and Christianity in the Y2 units 'Marhaba Morocco' and 'Castles and Cathedrals' and the Lower KS2 units on Christianity and Islam. It leads on to the Upper Key Stage 2 unit 'Pilgrimage and Hajj'. This is the first time that the children have been introduced to Sikhism in the context of RE lessons.

In this study unit, children will study the key features of church, mosque and Sikh gurdwara and how these features relate to the beliefs and worship of Christians, Muslims and Sikhs. They will study mosques in more detail, looking particularly at the role of the imam and at the importance to Muslims of prayer. They will consider for themselves how prayer, meditation or moments of tranquility might be a part of their own lives.

**Vocabulary to be introduced and understood:**

Worship, church, cathedral, mosque, gurdwara, temple, Christian, Christianity, Islam, Muslim, Sikh, Sikhism, imam, Guru Granth Sahib, takhat, minaret, prayer, meditation

### What happens when we die?

**Summary of learning:**

This unit builds on learning about different belief systems throughout KS1 and 2. It is the first time that the children have been introduced to Buddhism in the context of RE lessons. It leads directly on to Year 7 learning about philosophy and ethics.

Starting from the context of film, such as Star Wars, The Lion King, Watership Down and Coco, the children explore different beliefs about what happens when we die. They compare and contrast the beliefs of different religions, including Buddhism, Hinduism and Sikhism. The children consider the importance of funerals and wonder, for themselves, what happens after we die.

**Vocabulary to be introduced and understood:**

Resurrection, reincarnation, Buddhism, Hinduism, Sikhism, funeral, soul, karma, heaven, hell, angels

## Pilgrimage and Hajj

### **Summary of learning:**

This unit builds on learning about Christianity, Islam and Hinduism throughout KS1 and 2. It leads on to the unit 'Being a Buddhist' and Year 7 learning about philosophy and ethics.

The children begin this unit by considering special places. This is then extended to finding out about special places for different religions, including Jerusalem, Bethlehem, the River Ganges and Mecca. The children are introduced to the Christian concept of pilgrimage and the Islamic hajj, which is further explored through film. The children question the importance of the journey and consider for themselves how journeys can be as rewarding as the destination.

### **Vocabulary to be introduced and understood:**

Pilgrimage, hajj, Bethlehem, Jerusalem, Mecca, Ganges.

## Being a Buddhist

### **Summary of learning:**

This may be the first time that the children are introduced to Buddhism, depending on the UKS2 cycle. In 2021-22 they will have been taught the unit 'What happens when we die?' in 2020-21. This unit leads on to Y7 learning about Buddhism at Aylsham High School and philosophy and ethics at the other Y7 destinations.

In this unit, the children begin by learning about the life of Buddha (Siddhartha Gautama) and the origins of Buddhism. They learn about the core Buddhist beliefs of reincarnation, karma and the Four Noble Truths and how these are translated into what Buddhists consider is a good way to lead your life. The children reflect on the principles of Buddhism and how they compare and contrast with other religions and consider why Buddhism is such a popular religion for people around the world.

### **Vocabulary to be introduced and understood:**

Buddhism, Buddhist, Buddha, Siddhartha Gautama, reincarnation, karma, Four Noble Truths, dukkha, tanha, nirvana.