

West Earlham Junior School: Religious Education and Worldview Curriculum Overview

At West Earlham Junior School, we aim for the students to have an understanding of and respect for all religions as well as a range of religious and non-religious worldviews. We will inspire students to inquire about different cultures and ways of life. Students will be informed about and respectful of a range of religions and religious practices. They will become critical thinkers and develop an understanding of their own positionality in the pluralist world they live in.

We will do this through;

- An inquiry based curriculum which encourages students to ask informed, structured questions and develop an interest in religion and worldviews, even if they do not agree with its beliefs.
- Thought provoking questions that encourage students to find their own answers and question the world around them.
- Key learning experiences to religious buildings and places of worship where they will be given great insight into religion outside of the classroom. They will recall important events and practices through these experiences.
- Rich resources from each religion and worldviews to provoke conversation and build understanding which will enhance learning.

By the end of Key Stage Two we want our students to;

- Build a bank of knowledge (including substantive, disciplinary and abstract concepts**) about a range of religions and worldviews, including how people of these views practise their beliefs.
- Be confident in their own identity and beliefs, and understand their place within the world, feeling content with their own uniqueness. This will grow students' personal knowledge over time.
- Value difference and diversity within their own and different communities, showing tolerance for differences.
- Display open mindedness and curiosity about different religions and world views.
- Be confident in their ability and capacity to respond to questions of meaning and purpose. This will be achieved by students learning to use a range of ways of knowing (methodologies linked to each disciplinary lens) through the study of a range of religions and worldviews.

Our ultimate aim is to increase the religious literacy of our students, so they hold enough knowledge and understanding of a range of religions and worldviews to hold balance and informed conversations about belief.

*** Substantive knowledge are the facts linked to a religion or worldview. Disciplinary knowledge is the connection of substantive knowledge to the disciplinary lens. Abstract concepts can be universal e.g. light, religious e.g pilgrimage or specifically religious e.g incarnation in Christianity.*

Assessment

Pupils' progress is assessed in relation to the purpose and aims of the subject. Therefore, this primarily concerns how well pupils are able to hold balanced and well-informed conversations about religion and worldviews. In other words, are pupils becoming more religiously literate? Attainment and progress are therefore linked to the multi-disciplinary approach to RE advocated throughout the Norfolk Agreed Syllabus (2019). We primarily assess our children to ensure they get better at RE and provide feedback and next steps to support this using the Norfolk Age Related Expectations.

Substantive and disciplinary knowledge will be assessed through retrieval activities including quizzes, quick fire questioning and through the express activity in the final stage of the enquiry process in RE. At this point pupils will respond to the big RE enquiry question by using and applying their knowledge and demonstrating the connections they can make – this could be in a written piece, video recording, creative response or showcase event.

How we teach RE?

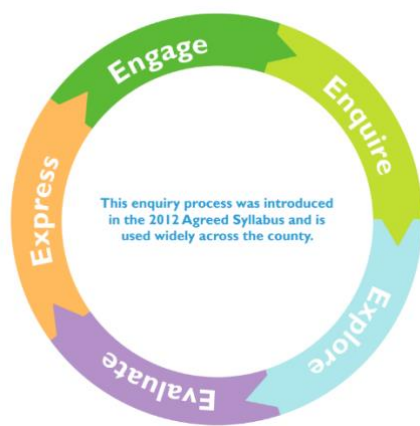
This enquiry-based approach is set within a climate of effective learning in RE where:

- 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, meaning and relevance
- 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

Knowledge Organisers

We utilise the Diocese of Norwich developed Knowledge Organisers for RE as a framework to support our planning of Big Question Enquiry sequences in RE. These provide high quality guidance, resources and starting points that can be developed into purposeful learning relevant to each class and child's context in our school.

This syllabus continues to promote the following enquiry process as best practice: An enquiry-based approach for RE



- Engage Stage 1: The new enquiry is introduced by exploring the conceptual focus and core question.
- Enquire Stage 2: The enquiry is co-constructed with the pupils whilst staying within the parameters of the learning outcomes.
- Explore Stage 3: Pupils enquire into the core question through the suggested core knowledge.
- Evaluate Stage 4: Pupils respond to, analyse and evaluate their understanding of the core question.
- Express Stage 5: Pupils express the knowledge and understanding they have gained to answer the key question, with an opportunity for the teacher to assess if pupils have met the age-related expectations if appropriate.

Religious Education Inquiry Overview

Purpose and Aims of Study	
<ul style="list-style-type: none"> To know about and understand a range of religious and non-religious worldviews 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 worldviews through a multidisciplinary approach. To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews. 	

Disciplinary Study: Orange is Theology Blue is Philosophy Green is Social / Human Sciences

	What is being taught?	Inquiries for the three aspects of the RE Curriculum		
	Context in the Inquiry	Theology	Philosophy	Human and Social Science
Year Three	The late Neolithic hunter gatherers and early farmers of Skara Brae.	Where do Christian religious beliefs come from? Christianity		What does it mean to be part of a religious family? Christianity, Islam
	The first civilizations-focussing on Ancient Egypt, including their belief system in many gods.	How do Jews celebrate Passover? Judaism		
	A Study of Greek life and achievements and their influence on the western world. Including the beliefs of the Ancient Greeks.	What do Muslim’s believe about God? Islam	What can we learn about the world from the Great Philosophers? Philosophy, Christianity	
Year Four	Impact of Roman culture and beliefs- including early Christianity.	What is the difference between believing and knowing? Christianity		
	Anglo Saxon movement from polytheistic to monotheistic beliefs.		What does the cross mean to Christians? Christianity	
	Viking raids and invasions bring new religious ideas. Christian conversion- Lindisfarne	What is the Bible and how do people interpret it? Christianity, Islam, Judaism		How do religious groups contribute to society and culture in the local area? Christianity, Islam, Hinduism
Year Five	Norwich Cathedral- Christian places of worship William of Norwich- understanding Jewish religious practice	What do Jews remember on Shabbat? Judaism	What do we mean by truth? Is seeing believing? Humanism, Christianity, Sikhism	
	Christianity on Africa- how the culture of different parts of the world influences how religions are understood.			How do religious groups contribute to society across the world? Christianity, Hinduism, Islam
	Robert Kett- the impact of land enclosure on Norfolk.		Is it possible for something to always be right (or wrong)? Humanism, Christianity, Judaism	
Year Six	The changes in England from a Catholic to a Protestant society and the formation of the Church of England.	Why is there so much diversity of belief within Christianity? Christianity		How and why does religion bring peace and conflict? Multi: Christianity, Hinduism, Humanism
	The building of the Post-War housing Estates.		What does it mean to be human? Humanism, Christianity	
	Inquiry question is about difficult journeys and why people make them.			What difference does being a Muslim mean to everyday life? Islam

Substantive Knowledge Progression linked to the Norfolk Agreed Syllabus

Year Group	Theology	Philosophy	Social / Human Science
3	<p>Where do Christian religious beliefs come from?</p> <ul style="list-style-type: none">✓ God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).✓ Jesus: As God incarnate, also known as the Son of God.✓ The Christian belief that Jesus is the Light of The World (John 8:12).✓ Incarnation: Jesus as one of the three persons of the Trinity.✓ Spirit: God as spiritually active in the world✓ The Easter narrative in the Bible.✓ Christians believe Jesus' died on a cross (crucifixion) to save people (salvation).✓ Christians believe Jesus came back to life (resurrection).✓ Christians believe Easter gives people hope of a new life, now and in the future. <p>How do Jews celebrate Passover?</p> <ul style="list-style-type: none">✓ What is the Seder Meal.✓ The story of the Passover in the context of Exodus.✓ Symbolism of each part of the Seder plate (bitter herbs, Charoset, Karpas, Zeroah, Beitzah and Three Matzot)✓ Jewish family traditions related to Passover.✓ The importance of Moses within Judaism.	<p>What can we learn about the world from the Great Philosophers?</p> <ul style="list-style-type: none">✓ The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.✓ The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.✓ The work of one or two key philosophers such as Socrates/Plato and Descartes.✓ Consideration of consequences of action in relation to karma.	<p>What does it mean to be part of a religious family?</p> <ul style="list-style-type: none">✓ The importance of rites of passage in terms of religious identity.✓ The role of baptism (infant and adult) in shaping religious identity in the Christian community.✓ The importance of worshiping together on a Sunday.✓ How First Communion, Christenings and Baptisms show Christians belong to their faith family.✓ How artefacts (font/christening candles/chalice and paten) are used to show Christians belong to their faith family.✓ How artefacts (prayer/hymn book) are used to show Christians belong to their faith family through worship.✓ The different symbols (cross/fish) that show belonging.✓ The church as a group of people/faith family not only a building.✓ How using the name Christian means they belong to their faith family.✓ Awareness of the diverse nature of Islam locally, nationally and globally.✓ Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this.✓ Awareness of the two main Muslims traditions: Sunni and Shia.✓ Awareness of diversity of expression, particularly in relation to the pictorial presentations.✓ Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj.
4	<p>What is the Bible and how do people interpret it?</p> <ul style="list-style-type: none">✓ Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds.✓ Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law.✓ Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.✓ Christian belief that humans are made in God's image but became sinful and need saving.✓ Textual theology: consideration of genre, author, context and audience in relation to the Bible. <p>What does the cross mean to Christians?</p> <ul style="list-style-type: none">✓ The Easter narrative in the Bible.✓ Christians believe Jesus' died on a cross (crucifixion) to save people (salvation).✓ Christians believe Jesus came back to life (resurrection).✓ Christians believe Easter gives people hope of a new life, now and in the future.	<p>What is the difference between believing and knowing?</p> <ul style="list-style-type: none">✓ Definitions of belief: Atheist, Agnostic, Theist.✓ Difference between knowledge, belief and opinion.✓ The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.✓ The nature of a philosophical question.✓ Awareness of variant perspectives about whether some things can be proven.✓ The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).✓ Utilitarianism or Hedonism as a way of making moral decisions.✓ Humanism, as an example of a philosophical stance.✓ How to explain, using a range of reasons, whether a position or argument is coherent and logical. Use philosophical vocabulary e.g. knowing, truth, proof, reality, fact, opinion.✓ How to form a coherent argument to support or oppose the existence of God.	<p>How do religious groups contribute to society and culture in the local area?</p> <ul style="list-style-type: none">✓ Christian teachings about compassion and care for the most vulnerable in society e.g. Agape, "Love your neighbour ..."✓ Hindu teachings about compassion and care for the most vulnerable in society e.g. seva (to serve selflessly), following dharma (duty).✓ The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell.✓ The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban.✓ Identify a key event which influenced Christianity e.g. Martin Luther and the Reformation.
5	<p>What do Jews remember on Shabbat?</p> <ul style="list-style-type: none">✓ How the Hanukkah story reflects Jewish beliefs about God as provider.✓ The symbolic meaning of lighting the Shabbat Candle.✓ The Jewish story of creation and relate it to observing Shabbat.✓ Jews believe in one God and that He is the creator.✓ Shabbat is celebrated as a weekly tradition for Jewish families.✓ The symbolism of the key artefacts used during Shabbat:<ul style="list-style-type: none">○ Candles – are lit before Shabbat to create peace in the home○ Challah Bread – a special plaited bread to show how Jews love Shabbat○ Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat○ Zemirot – the special songs sung at the table for Shabbat	<p>What do we mean by truth? Is seeing believing?</p> <ul style="list-style-type: none">✓ At least three views about the nature and existence of God e.g. God as love, God as Father, God as light, God as creator (see supplementary ideas)✓ The difference between knowledge, belief and opinion.✓ The complex nature of concepts such as truth and reality.✓ Debates about whether something can be proven.✓ Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things.✓ Use of the term Waheguru and other titles used for God.✓ At least one interpretation of the term 'sacrifice'✓ The Fourth Pillar of Islam and the place of self-sacrifice in Islam✓ Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins.✓ Humanist views on altruism and charity, considering the reasoned approach to these. <p>Is it possible for something to always be right (or wrong)?</p> <ul style="list-style-type: none">✓ The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.✓ The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.✓ The work of one or two key philosophers such as Socrates/Plato and Descartes.✓ Consideration of consequences of action in relation to karma.	<p>How do religious groups contribute to society across the world?</p> <ul style="list-style-type: none">✓ Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.✓ The role of the Hindu community in charity work as an expression of dharma e.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.✓ The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi <p>How and why does religion bring peace and conflict?</p> <ul style="list-style-type: none">✓ The story of David and Goliath✓ Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict✓ Interpretations lead to beliefs about how to behave✓ It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few✓ 'Holy' wars are justified by religions✓ Lots of wars are started because of non-religious causes✓ Many people see war to be a last resort and seek peace
6	<p>Why is there so much diversity of belief within Christianity?</p> <ul style="list-style-type: none">✓ Understand the Church as a global community of Christian believers.✓ Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.✓ Describe different expressions of Christian worship including for example the Eucharist and pilgrimage.✓ Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.✓ Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption).	<p>What does it mean to be human?</p> <ul style="list-style-type: none">✓ St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin.✓ Theological understandings of right and wrong.✓ Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering.✓ Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.✓ What is Utilitarianism? And how does this relate to making moral decisions.	<p>How and why does religion bring peace and conflict?</p> <ul style="list-style-type: none">✓ The story of David and Goliath✓ Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict✓ Interpretations lead to beliefs about how to behave✓ It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few✓ 'Holy' wars are justified by religions✓ Lots of wars are started because of non-religious causes✓ Many people see war to be a last resort and seek peace <p>What difference does being a Muslim mean to everyday life?</p> <ul style="list-style-type: none">✓ The ways in which the Qur'an and Hadith form a source of authority.✓ Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).✓ Muslim perspectives on moral issues including the idea of 'intention'.✓ The role of the Masjid (mosque).✓ The significance and impact of Five Pillars of Islam.✓ The importance of Ramadan, the two Eid festivals and Jummah Prayers.

Contextual Knowledge linked to the wider curriculum

Belief System	Year 3	Year 4	Year 5	Year 6
	Develop understanding of:	Develop understanding of:	Develop understanding of:	Develop understanding of:
Christianity	<p>Christian concepts:</p> <ul style="list-style-type: none">• God• The Bible as a sacred text• The life and teachings of Jesus• Humans made in God’s image <p>and New Testament teachings</p> <p>Concepts such as truth, reality and identity</p> <p>Christian perspectives on moral issues</p> <p>The Impact of Christian teachings on daily life- worship, prayer, Christian community in Norwich and the UK.</p>	<p>Jesus’ death- Easter</p> <p>Salvation and resurrection</p> <p>The Bible as a Holy Book-the Lindisfarne Bible</p> <p>Ethical theory- Key teachings- “Love your neighbour ...”</p> <p>Belief without proof.</p> <p>The life of Martin Luther King</p> <p>St Aiden- as an evangelist spreading the word of the Gospels</p>	<p>Christian concepts of God</p> <p>Christian global community of believers.</p> <p>The diverse ways in which people celebrate Christian festivals</p> <p>Love and forgiveness</p> <p>Christian community in charity work- globally</p>	<p>Different expressions of Christian worship- pilgrimage.</p> <p>Christian attitudes to suffering.</p> <p>Christian perspective on moral issues- poverty and wealth, peace and conflict or justice and injustice</p> <p>The life and work of Mabel Clarksen as a Christian</p> <p>The impact of Christian teachings on daily life- ‘Love thy neighbour’</p> <p>Global Diversity within Christianity- Anglican, Roman Catholic, Baptist, Methodist etc</p>
Judaism	<p>The Hebrew Bible- the ten commandments</p> <p>The importance of Moses within Judaism</p> <p>Jewish perspectives on the ten commandments</p> <p>The importance of loving one’s neighbour</p> <p>The importance and role of festivals which connect with Jewish history</p> <p>Symbolism and artefacts used at Jewish festivals- The Seder Meal.</p>		<p>Concepts: One God and that He is the creator.</p> <p>The Jewish story of creation</p> <p>Importance of the Shema prayer</p> <p>The symbolism of the key artefacts used during Shabbat.</p> <p>Jewish perspectives on the ten commandments.</p> <p>Shabbat and the importance of home and family life</p> <p>The role of the synagogue and Chedder in the Jewish community.</p>	
Islam	<p>The concept of Tawhid.</p> <p>The Qur’an as a revealed scripture and source of authority.</p>		<p>Islamic support for community globally</p>	<p>Muslim perspectives on moral issues- the idea of intention</p> <p>Diversity of expression, customs and practices within Islam.</p> <p>Masjid or mosque, the five pillars of Islam</p> <p>Three main Muslims traditions- Sunni and Shia, Sufi</p>
Hinduism		<p>Hindu teachings about compassion and care for the most vulnerable in society, eg, seva (to serve selflessly), following dharma (duty).</p> <p>The role of the Hindu community in charity work as an expression of dharma- UK perspective</p> <p>The life and work of a Hindu whose faith impacted on their actions e.g., Mahatma Gandhi</p>	<p>The role of the Hindu community in charity work as an expression of dharma- global perspective</p>	<p>The impact of Hindu teachings on daily life.</p> <p>Hinduism: ahimsa: non-violence springs naturally from the Hindu belief of unity in diversity.</p> <p>The impact of ahimsa on daily life, including many Hindus being vegetarian.</p> <p>Moral philosophy: investigation of moral issues such as peace and conflict.</p>
Sikhism			<p>Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. Use of the term Waheguru and other titles used for God.</p>	
Humanism				<p>Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.</p>

Ways of Knowing Progression / Disciplinary Skills Progression in RE

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	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	Show awareness of different sources of authority ¹ 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	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	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.	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.
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.	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews	Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities and differences between and within religions and worldviews	Explain connections different beliefs being studied and link them to sources of authority using theological terms 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
A.The Nature of knowledge, meaning and existence	Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.	Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them Talk about what people mean when they say they 'know' something.	Recognise that there are many different religious and non-religious answers to questions people raise about the world around them Talk about the difference between knowing and believing.	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts.	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
B.How and whether things make sense	Give a simple reason using the word 'because' when talking about religion and belief	Give a reason to say why someone might hold a particular belief using the word 'because'	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.	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	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	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
C.Issues of right and wrong, good and bad	Using religious and belief stories to talk about how beliefs impact on how people behave	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	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.	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.

Human/Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	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. Show awareness that talking about religion and belief can be complex.	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. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
B. Diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	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.	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.	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.
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	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.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	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.

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.

How we record in RE

Floor Books / SeeSaw:

Every Class will create and use a RE Floor Book / SeeSaw to capture the journey of learning in RE. This will include photographs, displays, visits, visitors, pupils work and comments that support the richness of the RE curriculum experience in school.

Express Books:

To celebrate and track pupil progress in RE Express Books will be used to record the express piece of work at the end of each RE Enquiry Question – this will be a piece of work to evidence the culmination of knowledge and ways of learning demonstrated to answer the enquiry question. This book will travel with the child through the school.

Moderation and Exemplification:

Each year we as a school will undertake diocese moderation of samples of work in RE from each year group in Ks2. These will be collated once verified as exemplification materials to benchmark our high expectations and the standards expected in RE at WEJS.