

Ad Meliora Academy Trust Religious Education

Reffley Academy RE Curriculum

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At Reffley Academy:

- Children typically have a cultural experience that is based on their immediate community - predominately white British with a Christian or non-religious background.
- Some children have a misunderstanding of the different religions.
- Local places of worship are typically Christian.

Therefore, the RE curriculum, at Reffley Academy, has been planned as follows:

- The curriculum has been planned using the Norfolk RE Syllabus.
- The curriculum content is delivered through three lenses - theology (thinking through believing), philosophy (thinking through thinking) and Human/social sciences (thinking through living).
- To give children accurate knowledge about religions and worldviews.
- To give children the information and tools so that they can hold balanced and well-informed conversations about religion.
- To give children an opportunity to make sense of religions and develop an understanding of the complex world we live in.

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Intention	Implementation	Impact
<p>Our RE curriculum is based on the National Curriculum and Norfolk agreed syllabus and is designed to: -</p> <ul style="list-style-type: none"> • To give children accurate knowledge about religions and worldviews. • To give children the information and tools so that they can hold balanced and well-informed conversations about religion. • To give children an opportunity to make sense of religions and develop an understanding of the complex world we live in. • To give children exposure to a range of traditions, cultures and festivals in order to broaden their horizons. • To promote an appreciation and understanding of different religions – preparing children for KS3, 4 and beyond. • To have the space explore their own thinking on belief and that of others within the community and society they live within 	<p>Our RE curriculum is taught through 3 lenses: -</p> <ol style="list-style-type: none"> 1. Theology, thinking through believing – pupils will explore questions and answers that arise from inside religions and worldviews. 2. Philosophy, thinking through thinking – pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality 3. Human/social sciences - thinking through living – pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives. <ul style="list-style-type: none"> • Lessons are either blocked over 2 or 3 days or taught weekly. Each lesson (step) typically lasts 1 hour • Lessons demonstrate a balance of learning about the religion and learning from it. · • Key vocabulary is explicitly taught as part of the steps. • The RE scheme has been planned to give children: - <ul style="list-style-type: none"> ○ A recap of prior learning ○ Visits to places of worship ○ Opportunities to speak to practising believers of a range of faiths ○ relevant religious artefacts. • Work is recorded in project books and will follow at least 6 steps after a Knowledge Organiser • There will be a 'reflect on' time for children to self-assess using I have learned. • As part of lessons, children will be given opportunities to describe similarities and differences between religions and explore how religion fits into history. 	<p>At the end of the unit, the pupils will be assessed against the knowledge and vocabulary as set out in the Knowledge Organiser. This information is recorded on the RE assessment grid and used to inform future teaching.</p> <p>Know more</p> <ul style="list-style-type: none"> • Vocabulary is explicitly taught. • Children are given opportunities to describe similarities and differences between religions. • Children are given opportunities to talk about their own faith views and give reasons for their choices. • Explicit links are made to history to enable children to build up a web of knowledge about religion over time. <p>Do more</p> <ul style="list-style-type: none"> • Learning is structured to give opportunities to explore different religions in each lesson • There are a variety of activities planned within the structure of the lessons to give pupils a chance to apply their knowledge and vocabulary. • Within the scheme there are opportunities to visit a range of places of worship. <p>Remember more</p> <ul style="list-style-type: none"> • Children's work and knowledge is recorded in project - they are accessible to pupils as an aide memoire. • Practical activities, age-appropriate artefacts and discussions are planned to help children to remember key facts. • There is a recap of prior knowledge at the beginning of new units to help embed religious knowledge.

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Curriculum coverage					
	Key areas to explore				
EYFS	Guiding children to make sense of their physical world and their community, visits and literature and texts to find out and foster understanding of our culturally, socially, technologically and ecologically diverse world, enriching children's vocabulary through:				
	Religious stories.	Celebrations	Religious symbols and places of worship	Religious beliefs – Christianity & Hinduism.	Truth and value.
KS1	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
1	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What do Jewish people remember on Shabbat?	What does the cross mean to Christians?	How did the universe come to be?
	Christianity Hinduism Judaism	Islam Christianity	Judaism	Christianity	Hinduism Christianity
2	Why is light an important symbol to Christians, Jews and Hindus?	What does the nativity story teach Christians about Jesus?	How do Christians belong to their faith Family?	How do Jewish people celebrate Passover (Pesach)?	Why do people have different views about God?
	Christianity Hinduism Judaism	Christianity	Christianity	Judaism	Humanism Multi faiths

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KS2	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6
3	How do people express commitment to a world view/religion in different ways?	What is the Trinity?	What is philosophy? How do people make moral decisions?	What do Muslims believe about God?	What difference does being a Muslim make to daily life?	What difference does being a Jew make to daily life?
	Sikhism	Christianity	Humanism	Islam	Islam	Judaism
4	Where do religious beliefs come from?	What do we mean by truth? Is seeing believing?	How do religious groups contribute to society and culture?	Why is there so much diversity of belief in Christianity?	What does sacrifice mean?	
	Christianity	Sikh	Hinduism	Christianity	Christianity Humanism	
5	Is believing in God reasonable?	How has belief in Christianity and Islam impacted on music and art through history?	What can we learn about the world/knowledge/meaning of life from the great philosophers?	What does the resurrection mean to Christians?	How do Hindus make sense of the world?	
	Humanism Multi	Christianity Islam	Buddhism	Christianity	Hinduism	
6	How and why does religion bring peace and conflict?	How do Buddhist explain suffering in the world?	What does it mean to be human? Is being happy the greatest purpose in life?	Creation or science, conflicting or complementary?	How do beliefs shape identity for Muslims	
	Multi	Buddhism	Humanism	Christianity Humanism	Islam	

Within each enquiry, core questions are selected in line with the Norfolk RE Syllabus. The core knowledge has been taken from the Norfolk RE Syllabus (pages 24-30) and used with the core questions to create learning enquires. The progression of key knowledge in each religion/world view is shown below. This map is supported by individual enquiry plans for each year group.

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Progression Map

Christianity		
EYFS	Theology – thinking through believing	<ul style="list-style-type: none"> Learning – introduction to religious belief through stories e.g Christmas and the Nativity story; Introduction to the following key vocabulary: Religious, God, belief, Sacred book – The Bible
	Human/Social Sciences – thinking through loving	<ul style="list-style-type: none"> Introduce the concept of ‘celebration’ and how/what people celebrate – Bonfire Night, Christmas, Chinese New Year, Easter. Talk about what celebrations and festivals the children have taken part in. Identify simple features of religious life and practice in a family context. Recognise some religious symbols, place of worship etc... Recognise simple religious beliefs and teachings in Christianity and Hinduism. Explore the similarities and difference between the religions: - <ul style="list-style-type: none"> different stories, places of worship – church, temple; different artefacts
Year 1	Unit 1 Philosophy What do my senses tell me about the world of religion and belief	<ul style="list-style-type: none"> Christianity is one of the world religions. It is a religion that believes in one god. People that follow the religion of Christianity are called Christians. Christians are people who believe that Jesus Christ is the Son of God. Christians worship in churches The Christian holy book is called the Bible.
	Unit 2 Human/Social Sciences How does a celebration bring a community together	<ul style="list-style-type: none"> Baptism is a Christian ceremony. When someone is baptized, they become a follower of Jesus. Families come together to celebrate baptism. After the Church service, a party is usually held for families and friends to celebrate together.
	Unit 4 Theology What does the cross mean to Christians?	<ul style="list-style-type: none"> Christians believe that God is: <ul style="list-style-type: none"> Loving (showing great love and care) Compassionate (having concern for others) Powerful (having great strength) Creative (uses imagination to solve problems) Christians believe that Jesus was sent down to earth by God to save people. Christians believe that they can learn from the way Jesus lived his life. On Palm Sunday Christians remember Jesus arriving at Jerusalem. Palm branches were placed in his path. The <i>Last Supper</i> is the last meal that Jesus shared with his friends/disciples in Jerusalem before he was put on the wooden cross. Good Friday was the day that Jesus was arrested and put on a wooden cross to die. Christians believe that Jesus rose from the dead on Easter Sunday and came back to see his friends.

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		<ul style="list-style-type: none"> The cross is the main Christian symbol. It reminds Christians that Jesus died on the cross to save them. God loves people so much that Jesus was willing to die to show that love and to help people to be friends with God. Jesus' resurrection shows Christians that death is not the end.
	Unit 5 Philosophy How did the universe come to be	Philosophy <ul style="list-style-type: none"> A 'big idea' helps us to make sense of experiences or information. A puzzling question is one that is difficult to understand or solve. Christianity <ul style="list-style-type: none"> 'The universe was created by God?' is a 'big idea' The Christian religion has a story that explains how the universe was created (made). Christians believe that God created the universe and everything in it. Questions we ask about religious stories often start with how or why to help us understand some of the information like 'How did God get his power to make the universe. Christians believe that the answer to questions about the creation stories can be found in their holy books (the Bible)
Year 2	Unit 1 – Theology Why is light an important symbol for Christians?	<ul style="list-style-type: none"> Advent is the time when Christians remember the time that Jesus came into the world in Palestine 2000 years ago. During Advent, Christians prepare for the celebration of the arrival of Jesus by buying gifts, decorating houses, singing carols and preparing for a feast. Advent is a time to celebrate light amidst darkness. Candles at Advent and Christmas symbolises the light of God coming into the world through the birth of Jesus.
	Unit 2 – Theology What does the nativity story teach Christians about Jesus?	<ul style="list-style-type: none"> Christmas is a Christian holy day that marks the birth of Jesus, the son of God. Christmas is important to many Christians because: - <ul style="list-style-type: none"> it reminds them that: Jesus, (the Son of God) was born. Christians believe that Jesus was sent by God to tell people what God was like. That Jesus would show people how God wanted them to live. That Jesus would be a 'guiding light'. From the nativity story, Christians learn that: - <ul style="list-style-type: none"> Jesus was humble All things are possible with God God makes it simple to believe in Him Jesus's birth changed the world God's plans don't always lead to easy journeys Jesus brings hope to the world. God's presence gives joy to his followers. God came to his followers out of love.
	Unit 3 Human/Social Sciences How do Christians belong to their faith family?	Human/Social Sciences <ul style="list-style-type: none"> Religion is not a place – it is about people believing, worshipping and valuing. Religion is about belonging to a faith family and community. Christianity <ul style="list-style-type: none"> Christians belong to a Christian faith family and community.

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		<ul style="list-style-type: none"> • To a Christian, the church is a group of people (a community) who all believe in Jesus and want to meet together to worship God and learn more about their faith. • Belonging to a religious family means followers are part of a bigger family where there are shared views and values about God, friendship and support. • To be part of the Christian family, followers: - <ul style="list-style-type: none"> ○ spend time talking to God through prayer; ○ set time aside for reading about God, ○ help and being kind to others; ○ thank others; ○ forgive others
Year 3	Unit 2 – Theology What is the Trinity	<ul style="list-style-type: none"> • Christians believe that Jesus Christ was the Son of God and that: <ul style="list-style-type: none"> ○ God sent Jesus to live as a human being in order to save humanity from the consequences of its sins - the bad things humanity had chosen to do which had separated them from God. ○ Christians model themselves on the life and teachings of Jesus Christ. Jesus taught people to love God and love their neighbour. ○ Jesus died on the Cross (At the Crucifixion) ○ Jesus rose from the dead on the third day after his Crucifixion (the Resurrection) ○ through the death and resurrection of Jesus this broken relationship with God is restored. • Christians believe that Jesus was the Messiah promised in the Old Testament • Christians believe that there is only one God, but that this one God consists of 3 "persons": - God the Father; God the Son; The Holy Spirit • In the Christian religion the Trinity is used to explain that three different people are called God in the Bible: God the Father, God the Son, and God the Holy Spirit. Trinity states that these three people all form the same God. • Christians believe that God created the world and that they should look after it and the people in it. • Christians learn the following things from the creation story: - <ul style="list-style-type: none"> ○ God cares for all things. ○ Christians believe God made our wonderful world and so we should look after it. ○ As human beings are part of God's creation, they do best when they listen to God through worship, following the messages within the Bible and prayer. • Christians talk about God by: <ul style="list-style-type: none"> ○ Showing love to one another ○ Talking about their faith in God through what is said in the Bible, prayer and worship ○ Showing forgiveness towards others ○ Being happy ○ Supporting others
Year 4	Unit 1 – Theology	Theology <ul style="list-style-type: none"> • A religion is a set of beliefs that is held by a group of people. • Religious beliefs are often linked to supernatural beings such as God, a number of gods or spirits. They may also be linked to an idea such as a

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	Where do religious beliefs come from?	<p>path that the spirit of each person <i>should</i> take towards goodness, truth and duty. Each religion has different ideas about these things. Each religion also has a "moral code" which is a set of beliefs about how humans should act, worship and pray.</p> <p>Christianity</p> <ul style="list-style-type: none"> • The Bible, also known as Holy Bible is a group of religious texts of Judaism or Christianity. The word Bible has many books in one. It includes laws, stories, prayers, songs, and wise words. • Christians interpret the Bible by asking the following questions: - <ul style="list-style-type: none"> ○ What do we learn about God in this passage? ○ What do we learn about people? ○ How does this point Christians to Jesus? ○ What do we do about it? • There is diversity of belief within the Christian faith – the Christian faith is made up of Churches that serve very different communities and countries. The Church and the support it provides is shaped to meet the need of the community. • All Christians share common beliefs but there are different branches of Christianity. These include: The Church of England (the officially established Christian church in England); The Roman Catholic Church (which is headed by the Pope); Baptists; Methodists; Presbyterians; Quakers • The birth and life of Jesus of Nazareth and the Reformation of the Church are two historical events that have shaped belief.
Year 4	<p>Unit 4 – Human/Social sciences</p> <p>Why is there so much diversity of belief with the Christian faith?</p>	<ul style="list-style-type: none"> • Christians have the following things in common: - <ul style="list-style-type: none"> ○ Saying sorry to God for the wrong things they have done (confession) ○ Accepting Jesus' gift of forgiveness and choosing to change the way they live by putting God first (repentance) ○ Believing in Jesus as the Son of God for themselves (faith) ○ Finding out more about how Jesus lived and what he taught, and following his example (obedience) ○ They have a friendship with Jesus Christ. • They believe having a relationship with Jesus is the doorway to a special relationship with God. Christianity is divided into ten main groups. • These groups all branched out at different dates from the early Christianity founded by the followers of Jesus. • The splits generally happened because groups of Christians could not agree on certain beliefs or practices. • Each group that has its own separate name • Although different denominations have different worship rituals and different types of Church, they have 10 shared beliefs: - <ul style="list-style-type: none"> ○ There is one God ○ Jesus is the son of God ○ The Bible is the holy book ○ Prayers are a way to speak to God

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		<ul style="list-style-type: none"> ○ Sin is committed by humans and forgiven by God. ○ Organised Worship - is where Christians come together to speak to/praise God. ○ Salvation - God forgives Christians for their sins. ○ Heaven and Hell - Christians believe these are places that humans go to when they die. ○ Baptism – is a ceremony to welcome humans into the Christianity. ○ Mother Mary – was the mother of Jesus.
Year 4	Unit 5 – Philosophy What does sacrifice mean?	Philosophy <ul style="list-style-type: none"> • Sacrifice means being prepared to give up something that is of value, for the sake of the greater good. • Kindness is about empathy, being aware of others and finding ways to help others. • Kindness and giving to others improves the life of the person who gives the kindness and the person on the receiving end of the kindness. Christianity <ul style="list-style-type: none"> • Christians believe that, at the Last Supper Jesus taught his disciples about sacrifice and rights, even of life itself. • The greatest sacrifices are costly and unconditional. Christians see Jesus' death as a perfect example of this.
Year 5	Unit 2 – Human/Social Sciences How has belief in Islam and Christianity impacted on music and art through history?	Human/Social Sciences <ul style="list-style-type: none"> • A religion is a set of beliefs that is held by a group of people. • The beliefs are about the world and the people in it, about how they came into being, and what their purpose is. • These beliefs are often linked to supernatural beings such as God, a number of gods or spirits. • A global religious community has: - <ul style="list-style-type: none"> ○ a shared set of religious beliefs across more than one country. ○ A close connection through faith across the world ○ Followers are part of a world-wide family. • Expressions of belief change over time. The change is influenced by travel and changes in society and the expectations of the people living with in. Christianity <ul style="list-style-type: none"> • Singing is an important part of worship for Christians. • Christians believe that: - <ul style="list-style-type: none"> ○ singing helps them communicate with God. ○ it enables them to express many emotions including thanks, joy and sorrow. ○ Many Churches have choirs who lead the congregation in song. ○ Christians enjoying singing and dancing to the music. • Christian music has evolved over time with new music adding on to (but not replacing) traditional music. • Christian art is figural and expresses the ideas of Christianity and God. • Images of Jesus and events from the Life of Christ are the most common subjects, and scenes from the Old Testament play a part in the art of most Christian groups.
Year 5	Unit 4 – Theology	<ul style="list-style-type: none"> • The festival of Easter is central to Christian belief because it is the Resurrection day, when Jesus was raised from the grave, alive again.

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	What difference does the resurrection make to Christians?	<ul style="list-style-type: none"> Christians believe that Jesus died on the cross and was resurrected – came back to life after he died. The resurrection is the foundation of the Christian belief. Christians believe that Jesus was a saviour or messiah because he died on the cross to save mankind from its sins - this is called atonement. Christians believe that when humans die, if they have lived good lives, they will be resurrected and given eternal life with God in heaven. After death, Christians believe that they will wake up and their new life will be good. Christians believe that heaven is a beautiful place of eternal happiness. The resurrection teaches Christians that all things are possible, nothing is too difficult for God. The resurrection gives Christians hope that there is life after this one.
Year 6	Unit 1 – Human/Social Sciences How and why does religion bring peace and conflict?	Human/Social Sciences <ul style="list-style-type: none"> Culture is made up of a range of things that a group of followers do – the way they worship, their dress, music, customs and traditions. Each religion has its own culture and experiences. Society means a group of people that share the same culture. Culture and society have changed overtime and followers have adapted the way they worship (i.e., virtual worship through the Covid pandemic). A place of worship within a community often provides people with a point of contact within their community beyond the people that live next door to them, they go to school or work with. At a place of worship, children and adults learn about their religion, about morals, social behaviour and their own values as human beings. Through collective worship they learn about what is safe in the world, how to be a good person, and what their responsibilities are as members of a religious group. Through religion, followers are given support to work out the meaning of difficult experiences and by providing emotional, physical and spiritual support. Within religion both conflict and peace exists. There are a range of reasons behind wars and conflict taking place, one of these reasons is due to people have differing religious and moral views.
	Unit 4 – Theology Creation or science: conflicting or complementary ?	Theology <ul style="list-style-type: none"> Why do people interpret things differently and how reliable are sources of information - the answer to these questions are difficult - is very much dependent on one's own beliefs. Cosmology is the scientific study of the origin and evolution, of the universe. The study is based on theories which are both scientific and non-scientific ideas some of which cannot be tested and are assumptions. Scientists believe that fossil evidence confirms the basic theory of evolution. New discoveries are being made which add additional information to Darwin's theory of evolution. Christianity

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		<ul style="list-style-type: none"> • There are different ways of interpreting Genesis - the Christian creation story. • Some Christians believe the Bible is the actual word of God, they believe that Genesis 1 and 2 are true and accurate descriptions of how the world was created. • Some Christians do not think the Bible was actually written by God – instead, they believe that the writers of the Bible were inspired by God’s actions. They interpret Genesis 1 as fact but believe each day was actually an era that lasted millions or billions of years. • Some Christians accept that the Bible was written by humans and has contradictions within it. They accept scientific theories about the origins of the universe, such as the Big Bang theory. • Christians believe that the Bible is not simply a storybook but is also an account of events that have taken place in history. • Some Christians do not recognise science within creation. They believe God created the universe. • Some Christians believe each day of Genesis was actually an era that lasted millions or billions of years. • Some Christians accept scientific theories about the origins of the universe, such as the Big Bang theory
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Hinduism		
EYFS	Theology – thinking through believing	<ul style="list-style-type: none"> • Learning – introduction to religious belief through stories e.g. Rama and Sita and Hinduism. • Introduction to the following key vocabulary: Religious, God, belief, Sacred book
	Human/Social Sciences – thinking through loiving	<ul style="list-style-type: none"> • Introduce the concept of ‘celebration’ and how/what people celebrate – Bonfire Night, Christmas, Chinese New Year, Easter. • Talk about what celebrations and festivals the children have taken part in. • Identify simple features of religious life and practice in a family context. • Recognise some religious symbols, place of worship etc... • Recognise simple religious beliefs and teachings in Christianity and Hinduism. Explore the similarities and difference between the religions: - <ul style="list-style-type: none"> ○ different stories, ○ places of worship – church, temple; • different artefacts
Year 1	Unit 1 Philosophy What do my senses tell me about the world of religion and belief	<ul style="list-style-type: none"> • Hinduism is one of the world religions. It is a religion that believes in many gods. • People that follow the religion of Hinduism are called Hindus. • Hindus worship Brahma who made other gods called Vishnu and Shiva to be his helpers. • Hindus believe that God is inside every person. • Hindus worship in a Hindu Temple which is also called a Mandir • Hindus have several holy books; they are called Vedas.
	Unit 5 Philosophy	Philosophy <ul style="list-style-type: none"> • A ‘big idea’ helps us to make sense of experiences or information.

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	How did the universe come to be	<ul style="list-style-type: none"> • A puzzling question is one that is difficult to understand or solve. <p>Hinduism</p> <ul style="list-style-type: none"> • The universe was created by Brahma?’ is a ‘big idea’ • The Hindu religions has a story that explains how the universe was created (made). • Hindus believe that Brahma created the world and everything in it and Vishnu looks after the world and the people in it. • Questions we ask about religious stories often start with how or why to help us understand some of the information like ‘How did Brahma get his power to make the universe. • Hindus believe that the answer to questions about the creation stories can be found in their holy books (Vedas)
Year 2	<p>Unit 1 – Theology</p> <p>Why is light an important symbol for Hindus?</p>	<ul style="list-style-type: none"> • Diwali is an ancient festival celebrated by Hindus all over the world. It represents the triumph of good over evil and light over darkness. For Hindus, Diwali represents the start of the New Year as well as the beginning of winter. • Light is important to Hindus because it commemorates the part of the Divali story that describes oil lamps being placed outside homes to light the way for Rama and Sita’s triumphant homecoming. • Hindus believe that the world we live in is not the first or the last universe. For Hindus the universe was created by Brahma, the creator who made the universe out of himself.
Year 4	<p>Unit 3 – Human/Social Sciences</p> <p>How do/have religious groups contribute to society and culture?</p>	<ul style="list-style-type: none"> • Hindus believe that God exists in everything so they respect all living things. • Many Hindus are vegetarian so that they do not hurt other life forms. • Hindus believe that Brahman has lots of qualities and these are represented by different gods and goddesses who have different names and qualities. • Hindus choose their favourite god to worship. • Worship and prayer follow a ritual which includes offering to the gods. It takes place daily at the Mandir or in a shrine in the home of each Hindu. • Worship gives Hindus a chance to find peace and reflection. • Worship helps Hindus to develop their own characteristics • Hindus use worship to give thanks for what they have. • Duties help Hindus to lead a good life and make good choices these include helping others, kindness, non-violence. Hindus believe that there is a cycle of birth, life, death, rebirth and the way they behave in one life affects their next life. • Hindus refer to their religion as ‘a way of life’ • Hindus are able to express their beliefs in Britain. There are Hindu communities across the UK with a large Hindu community in Birmingham and Leicester. There are Hindu temples across the UK, including in Norfolk that enable Hindus to worship. • Hindu celebrations take place in the UK. Some examples are: - <ul style="list-style-type: none"> ○ Holi – this is a festival of good triumphing over evil. The festival is used to mark the beginning of spring.

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		<ul style="list-style-type: none"> ○ Diwali is the five-day festival of lights, it is a festival of new beginnings and the triumph of good over evil, and light over darkness. ○ Hindu weddings ceremonies are very colourful, and extend for several days.
Year 5	<p>Unit 5 – Theology</p> <p>How do Hindus make sense of the world?</p>	<ul style="list-style-type: none"> • Hindus believe that: <ul style="list-style-type: none"> ○ everyone has a spark of God inside them ○ God is the same for all of us even if we understand and worship God in different ways: ○ there is a world family, everyone individual and unique and created by God. ○ the atman (spirit or soul) learns new lessons in each life and revisits earth for new learning many times. ○ there are 4 stages of life (ashramas) to provide structure - student, householder, retirement and finally leaving home to look for God • Hindu weddings are an important part of the 2nd stage. • During the wedding ceremony the souls of the bride and groom become linked and promise to support each other. • Pilgrimage is an important part of the Hindu faith. Hindus are expected to undertake a pilgrimage at least once in their life time. • The most famous Hindu pilgrimage is the Kumbh Mela, which takes place at the River Ganges in India. • On a pilgrimage Hindus try to make sense of their life, and increase their spiritual awareness and compassion for others. • Hindus believe that when their dead bodies are burnt, they are returning the person's body to the natural world and that the soul moves on either to join God or to take a new body.
Year 6	<p>Unit 1 – Human/Social Sciences</p> <p>How and why does religion bring peace and conflict?</p>	<ul style="list-style-type: none"> • Culture is made up of a range of things that a group of followers do – the way they worship, their dress, music, customs and traditions. Each religion has its own culture and experiences. • Society means a group of people that share the same culture. Culture and society have changed overtime and followers have adapted the way they worship (i.e., virtual worship through the Covid pandemic). • A place of worship within a community often provides people with a point of contact within their community beyond the people that live next door to them, they go to school or work with. • At a place of worship, children and adults learn about their religion, about morals, social behaviour and their own values as human beings. Through collective worship they learn about what is safe in the world, how to be a good person, and what their responsibilities are as members of a religious group. • Through religion, followers are given support to work out the meaning of difficult experiences and by providing emotional, physical and spiritual support. • Within religion both conflict and peace exists. There are a range of reasons behind wars and conflict taking place, one of these reasons is due to people have differing religious and moral views.

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Judaism		
Year 1	Unit 1 Philosophy What do my senses tell me about the world of religion and belief	<ul style="list-style-type: none"> Judaism is one of the world religions. It is a religion that believes in one god. People that follow Judaism are called Jews. Jews worship in a synagogue. The Jewish holy book is called the Torah.
	Unit 3 Theology – What do Jewish people remember on Shabbat?	<ul style="list-style-type: none"> Jews believe that God created the world and when he finished, he rested. Jews believe they have a special agreement with God called a covenant. Jews promise to obey God's laws to say thank you to him for looking after them. Shabbat is the name of the day of rest in Judaism. It starts on Friday evening and ends on Saturday evening. Jews are encouraged to think about God and their relationship with him and spend time with their families. At the start of Shabbat, Jewish families share a meal and eat a special bread called challah. A Havdalah ceremony is held at the end of Shabbat. The Torah contains the laws of God. All Jewish synagogues keep a copy of the Torah.
Year 2	Unit 1 – Theology Why is light an important symbol for Jews?	<ul style="list-style-type: none"> Hannukah is a Jewish festival. It reminds Jews of a time 2,000 years ago when the Jews won a battle against the Greeks to practice their religion freely. To celebrate the victory an oil lamp was lit which lasted for eight days. Light is important to Jews because it symbolises the lamp that was lit at the end of the battle which miraculously lasted eight days. Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship.
	Unit 4 – Human/Social Sciences How do Jewish celebrate Passover (Pesach)?	<p>Human/Social Sciences</p> <ul style="list-style-type: none"> Celebrations and festivals bring family and friends together to remember something that is important to them Symbols in religion help people to think about the meaning of stories and special times. <p>Judaism</p> <ul style="list-style-type: none"> Thousands of years ago the early Jews, called Israelites, moved to Egypt, where they became slaves of the Egyptians. Passover is a Jewish celebration that remembers the freedom of the Jews from slavery in ancient Egypt. The word Passover comes from the 10th plague, in which the firstborn sons of the Egyptians were killed. Passover is celebrated with a family meal called Seder. The food that is served on the Seder plate has a symbolic meaning about the Passover story. The story of Passover is told in a guidebook for the Seder meal called the Haggadah.

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		<ul style="list-style-type: none"> • Matzah, which is bread without yeast in, is eaten throughout the festival. This is a reminder that the Jews had to leave Egypt in a hurry and didn't have time to wait for the bread to rise. • Celebrations help Jews remember important events in Jewish history. This helps Jews to feel a sense of identity and belonging to their faith.
Year 3	Unit 6 – Human/Social Sciences How do people express commitment to a religion/worldview in different ways?	<ul style="list-style-type: none"> • In the Jewish faith there are 613 mitzvot which are rules for Jews to follow. • There are rules for many things including instructions about food, punishments and how God should be worshipped. • Jews believe that Mitzvot are the things that God wants them to do – they are a guide for how Jews live their lives. • The mitzvot are written down in the Torah. • As part of the mitzvot, Jews believe that God gave Moses a set of ten laws that they should follow in order to please him - these laws are known as the Ten Commandments. • Following the Ten Commandments is part of the covenant (agreement) made at Mount Sinai, which applies to all Jews. • Jews believe that God will judge them on how well they have observed the commandments. • Jews believe that following the commandments helps Jews to become better people. • The commandments help Jews to treat other people with respect. • The commandments guide Jews to love and worship God effectively. • Kashrut are mitzvot about the types of food that Jews can eat. • Food that may be eaten is called kosher which means 'fit' (for consumption). • There are mitzvot about doing acts of kindness and helping those who are in need called Gemilut Hasidim and Tzedakah. • Yom Kippur is a Jewish festival; it is the holiest day on the Jewish year. • Yom Kippur means 'Day of Atonement' and it's when Jewish people seek forgiveness from God for their sins. • The first Yom Kippur was when the Israelites left Egypt. • The Shema is a prayer – it is important to Jews. • When Jews say the Shema, they are affirming (declaring) that they believe that Judaism is true and they have faith in one God. • The Western Wall's is in Jerusalem – it is a holy place for Jews. It is close to the Temple Mount, the holiest site in Jerusalem. • Jews have been praying at the Western Wall for many generations. • The Western Wall was originally built as part of the second Jewish Temple.
Year 6	Unit 1 – Human/Social Sciences	<ul style="list-style-type: none"> • Culture is made up of a range of things that a group of followers do – the way they worship, their dress, music, customs and traditions. Each religion has its own culture and experiences.

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	How and why does religion bring peace and conflict?	<ul style="list-style-type: none"> Society means a group of people that share the same culture. Culture and society have changed overtime and followers have adapted the way they worship (i.e., virtual worship through the Covid pandemic). A place of worship within a community often provides people with a point of contact within their community beyond the people that live next door to them, they go to school or work with. At a place of worship, children and adults learn about their religion, about morals, social behaviour and their own values as human beings. Through collective worship they learn about what is safe in the world, how to be a good person, and what their responsibilities are as members of a religious group. Through religion, followers are given support to work out the meaning of difficult experiences and by providing emotional, physical and spiritual support. Within religion both conflict and peace exists. There are a range of reasons behind wars and conflict taking place, one of these reasons is due to people have differing religious and moral views.
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Islam		
Year 1	Unit 2 Human/Social Sciences How does a celebration bring a community together	<ul style="list-style-type: none"> Islam is one of the world religions. It is a religion that believes in one God called Allah People that follow the religion of Islam are called Muslims. Muslims believe that Muhammad is a messenger of Allah (God). Muslims worship in mosques. Muslims often call the mosque by its Arabic name – Masjid. The Muslim holy book is called the Qur'an. Eid al Fitr is a very important festival for Muslims. It is known as 'The Feast of Breaking the Fast' and is celebrated at the end of Ramadan. At Eid al-Fitr, Muslims wear their best clothes, decorate their homes and spend time with their families and friends. Some Muslims give money to the poor so that they can enjoy the day too.
Year 3	Unit 4 - Theology What do Muslims believe about God?	<ul style="list-style-type: none"> Muslims believe that there is one god called Allah Tawhid is the belief that Allah is the one God. Muslims give Allah characteristics to be able to talk about him and try to overcome the difficulties of not being able to know or describe him. Muslims believe that Muhammed was the messenger and prophet of Allah. The key beliefs about the nature of Allah are contained in the Qur'an. The five pillars are 5 things that Muslims can do to live a good and responsible life. The first pillar of Islam is called Shahada. It is a declaration of faith that Muslims make when they enter the religion. When a Muslim recites the Shadada they are saying that they believe there is only one god and that Muhammad is the prophet of God.
	Unit 5 – Human/Social Sciences	<ul style="list-style-type: none"> Muslims have rules for their daily lives - these are called the five pillars of Islam. The five pillars of Islam help Muslims to keep their faith strong. The five pillars of Islam are: -

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	What difference does being a Muslim make to daily life?	<ul style="list-style-type: none"> ○ Shahadah – this is a declaration Muslims make to join the faith. The Shahada shows that Muslims believe in one God and that Muhammad is the prophet of Allah. Anyone who cannot recite this wholeheartedly is not a Muslim. ○ salah – Muslims are required to pray five times every day at set times. The Muslim prayer ritual is performed always facing in the direction of Mecca. Praying gives Muslims a feeling of connection to Allah, and to all the other Muslims around the world. ○ Zakah - Muslims give 2.5% of their money to charity, after they have paid for what is necessary to support themselves and their families. Muslims believe that it is their duty to ensure Allah's wealth has been shared equally so that everyone is the same as Allah created everyone equally. ○ Sawm - fasting happens in the month of Ramadan. During this month, Muslims won't eat or drink between dawn and sunset. Fasting is important to Muslims during Ramadan as it allows Muslims to devote themselves to their faith and come closer to Allah. ○ hajj – is a pilgrimage to Mecca that Muslims take once in a lifetime if they are physically able and can afford to do so. It is important to Muslims as Mecca is the place where the Islamic religion started. All Muslims pray in the direction of a sacred building called the Ka'bah, which is found within the Great Mosque of Mecca. The Ka'bah is the holiest site in Islam and symbolises the oneness of God.
Year 5	Unit 2 – Human/Social Sciences How has belief in Islam and Christianity impacted on music and art through history?	Human/Social Sciences <ul style="list-style-type: none"> • A religion is a set of beliefs that is held by a group of people. • The beliefs are about the world and the people in it, about how they came into being, and what their purpose is. • These beliefs are often linked to supernatural beings such as God, a number of gods or spirits. • A global religious community has: - <ul style="list-style-type: none"> ○ a shared set of religious beliefs across more than one country. ○ A close connection through faith across the world ○ Followers are part of a world-wide family. • Expressions of belief change over time. The change is influenced by travel and changes in society and the expectations of the people living with in. Islam <ul style="list-style-type: none"> • Some Muslims believe that only vocal music is permissible (halal) and that instruments are forbidden (haram). • Some Muslims believe that any instrument is lawful as long as it is used for the permissible kinds of music. • The Call to Prayer is an important feature in Islamic worship. It is a type of music that uses the voice alone. • Nasheeds are moral, religious songs sung in various melodies by some Muslims of today with and without instruments. • Arabic music is the music of the Arab world with all its diverse music styles and genres.

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		<ul style="list-style-type: none"> • Islamic music has evolved over time with new music adding on to (but not replacing) traditional music. • The Muslim call to prayer has remained consistent over centuries. • There are no pictures of people or animals in a mosque. The Qur'an forbids the worship of images, and Muslim people also believe that art could never reflect the magnificence of Allah's creation well enough. • Islamic art is dedicated to the design of repeating, intricate, colourful patterns and to calligraphy (beautiful writing).
Year 6	Unit 1 – Human/Social Sciences How and why does religion bring peace and conflict?	<ul style="list-style-type: none"> • Culture is made up of a range of things that a group of followers do – the way they worship, their dress, music, customs and traditions. Each religion has its own culture and experiences. • Society means a group of people that share the same culture. Culture and society have changed overtime and followers have adapted the way they worship (i.e., virtual worship through the Covid pandemic). • A place of worship within a community often provides people with a point of contact within their community beyond the people that live next door to them, they go to school or work with. • At a place of worship, children and adults learn about their religion, about morals, social behaviour and their own values as human beings. Through collective worship they learn about what is safe in the world, how to be a good person, and what their responsibilities are as members of a religious group. • Through religion, followers are given support to work out the meaning of difficult experiences and by providing emotional, physical and spiritual support. • Within religion both conflict and peace exists. There are a range of reasons behind wars and conflict taking place, one of these reasons is due to people have differing religious and moral views.
Year 6	Unit 5 – Human/Social Sciences How do beliefs shape identity for Muslims?	<ul style="list-style-type: none"> • Muslims believe that Islam was revealed over 1,400 years ago in Mekkah, Arabia through a man called Muhammad. • The majority of Muslims are Sunnis – they believe that there was no successor to the Prophet Muhammed. • Shiites Muslims believe that Mohammed's cousin Ali was his successor. • Both Sunni and Shiite Muslims share many beliefs: - <ul style="list-style-type: none"> ○ the oneness of Allah, ○ the importance of the Prophet Muhammad ○ the Five Pillars of Islam ○ the Qur'an. • Sunni Muslims belief in the 'Six Articles of Faith', these are: <ul style="list-style-type: none"> ○ One God ○ The angels of God ○ The book of God – the Qur'an ○ The prophet Muhammad ○ The Day of Judgement (the afterlife or akhirah) ○ The supremacy of God's will. • Sufi Muslims are a spiritual group of Muslims. Both Sunni and Shiite Muslims can be Sufi.

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		<ul style="list-style-type: none"> • All Muslims show a commitment to God by following the five pillars of Islam • The Five Pillars of Islam form a life plan for Muslims • Intention' is an important concept in the Islamic faith – it is about the way things are done. • Ramadan is the month where Muslims believe that the Prophet Muhammed first received revelations of the Qur'an. • Ramadan is a time of spiritual reflection, self-improvement, and heightened devotion and worship. • Muslims believe that Ramadan teaches them to practice self-discipline, self-control, sacrifice, and empathy for those who are less fortunate. • Mosques are the heart of the Islamic life. They serve for: - <ul style="list-style-type: none"> ○ Prayers ○ for events during Islam's holiest month Ramadan, ○ as centres for education and information, ○ places for social welfare, ○ for dispute settlement. • The Iman is the religious leader of the mosque and the person who leads the prayers. • Prayer is important to Muslims, they pray 5 times a day, facing the Ka'bah at Makkah. Prayer gives Muslims a feeling of connection to Allah. • The Hadith is a record of the traditions or sayings of the Prophet Muhammad, it is a major source of religious law and moral guidance. • The teachings of the Qur'an make a difference to life because they show Muslims how to follow Allah (e.g., don't lie, respect your parents, thank God for all the good things in life). • Muslims believe Islam is a way of life. - the most important thing is to follow the teaching of the scriptures • Muslims believe that God rewards those who do good deeds
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Sikhism		
Year 3	Unit 1 – Human/Social Sciences How do people express commitment to a religion/worldview in different ways?	<ul style="list-style-type: none"> • Sikhism originated in Northern India and is the world's fifth-largest organised religion. • Sikhism was founded 500 years ago when a man named Nanak walked through South Asia teaching others about one god, that all people are equal, and each of us can experience freedom through loving and helping others. • The word 'Sikh' in the Punjabi language means 'disciple', Sikhs are the disciples of God who follow the writings and teachings of the Ten Sikh Gurus. • The Sikh holy book is called 'Guru Granth Sahib'. It is a collection of teachings and writings by Guru Nanak and other Gurus as well as Sikh, Hindu and Muslim saints. • Sikhs are expected to demonstrate their commitment to their beliefs in the way they live their daily lives.

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		<ul style="list-style-type: none"> Sikhism teaches that all human beings should behave well, be law abiding and to treat everyone as equals. <i>Sikhs</i> believe that God <i>can</i> be experienced through love, worship, and meditation. <i>Sikhs</i> look for God both inside themselves and in <i>the</i> world around them. <i>Sikhs worship at home and in the Sikh temple (Gurdwara)</i> There is not a leader in the Gurdwara, any one from the congregation may lead religious services. Sikh care beliefs are: - <ul style="list-style-type: none"> There is one God All people are equal - men and women have the same rights/responsibilities Meditation is important and used to remember god to work hard, live honestly and share with others particularly those in need. Sikhs give food to people in need. Sri Guru Singh Sabha Gurdwara in Peterborough is our nearest Sikh temple. The Peterborough Sikh community run Guru Nank Devji's Free Kitchen where they give food to those in need.
Year 4	Unit 2 – Philosophy What do we mean by truth? Is seeing believing?	Philosophy <ul style="list-style-type: none"> Knowing is to have direct experience, to understand, and to have a practical understanding of a concept or thing. Believing is holding an opinion. Truth is what is real. A thing is true if it is a fact. Seeing is believing is a saying that is used when something unlikely is witnessed, the truth of its occurrence or existence can no longer be doubted e.g. I didn't think it could happen, but <i>seeing is believing</i>. Sometimes seeing is not believing as images can be changed or a trick played on us, for example magic. Sikhism <ul style="list-style-type: none"> Sikhs believe that there is one God and he is the truth. Sikhs believe that the Guru Granth Sahib (Sikh holy book) is the word of Waheguru so it is infallible (true). The Mool Mantar is the Sikh statement of belief. It is the basis of the whole of Sikhism and contains the key beliefs about Waheguru (God). The first line of the Mool Mantar is "Ik Onkar", which means "There is only one God".
Year 6	Unit 1 – Human/Social Sciences How and why does religion bring peace and conflict?	<ul style="list-style-type: none"> Culture is made up of a range of things that a group of followers do – the way they worship, their dress, music, customs and traditions. Each religion has its own culture and experiences. Society means a group of people that share the same culture. Culture and society have changed overtime and followers have adapted the way they worship (i.e., virtual worship through the Covid pandemic). A place of worship within a community often provides people with a point of contact within their community beyond the people that live next door to them, they go to school or work with. At a place of worship, children and adults learn about their religion, about morals, social behaviour and their own values as human beings. Through collective worship they learn about what is safe in the world, how to be a

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		<p>good person, and what their responsibilities are as members of a religious group.</p> <ul style="list-style-type: none"> • Through religion, followers are given support to work out the meaning of difficult experiences and by providing emotional, physical and spiritual support. • Within religion both conflict and peace exists. There are a range of reasons behind wars and conflict taking place, one of these reasons is due to people have differing religious and moral views.
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Humanism		
Year 2	<p>Unit 5 – Philosophy</p> <p>Why do people have different views about the idea of God?</p>	<p>Philosophy</p> <ul style="list-style-type: none"> • Religion is a collection of beliefs that people have that help them to answer some really big and hard questions, like who made the world, who should we look up to or worship, how should people behave. • People have different ideas about religion and God because: - <ul style="list-style-type: none"> ○ They live in different places. ○ They live in different families ○ They think in different ways. ○ They have different friendships and communities. • It is OK for people to believe in different things. No one religion is right or wrong. • The world of religion is puzzling because: - <ul style="list-style-type: none"> ○ we cannot see or meet God in the same way that we can with people we know. ○ It is difficult to understand how a person or being created the world and we only have stories and sacred books to tell us – we can't see it for ourselves. • Different people think different things about God and religion. <p>Humanism</p> <ul style="list-style-type: none"> • Humanists don't believe in a god or gods, or believe we can't know if there is a god • Humanists believe we can be good and happy without the need for gods or religion.
Year 3	<p>Unit 3 – Philosophy</p> <p>What is philosophy? How do people make moral decisions?</p>	<p>Philosophy</p> <ul style="list-style-type: none"> • Philosophy is learning about: - <ul style="list-style-type: none"> ○ the ideas that make up the knowledge that we have. ○ What is right and wrong and why ○ The value of things • A moral decision is when someone has to make a choice based on what they believe is proper behaviour and the right thing to do. • Poverty means not having enough money for basic needs such as food, water, shelter, or toilets. Many people in different countries live in poverty, especially in developing areas of Africa, Latin America and some parts Asia. • Justice has two meanings: - <ul style="list-style-type: none"> ○ Sticking to what is fair and right ○ the giving out of something that is deserved; reward or punishment. <p>Humanism</p> <p>Humanists believe that: -</p> <ul style="list-style-type: none"> ○ We should treat others the way we would like to be treated

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		<ul style="list-style-type: none"> ○ If everyone tries to do the right thing, we can make the world a better place; if everyone does the wrong thing, then everyone will be worse off ○ Making others happy can make us happy ○ This world is the only one we have and that human problems can only be solved by humans. <ul style="list-style-type: none"> ● Humanists take an active role in supporting poverty and justice issues and many give money and time to support action on world poverty.
Year 4	Unit 5 – Philosophy What does sacrifice mean?	Philosophy <ul style="list-style-type: none"> ● Sacrifice means being prepared to give up something that is of value, for the sake of the greater good. ● Kindness is about empathy, being aware of others and finding ways to help others. ● Kindness and giving to others improves the life of the person who gives the kindness and the person on the receiving end of the kindness. Humanism <ul style="list-style-type: none"> ● The following are key Humanist values: - <ul style="list-style-type: none"> ○ Compassion ○ Kindness ○ Tolerance ○ free speech ○ Rational thought
Year 5	Unit 1 – Philosophy Is believing in God reasonable?	Philosophy <ul style="list-style-type: none"> ● Philosophy is thinking about the world and making sense out of it. ● Aristotle, Plato and Socrates were great philosophers from Ancient Greek times. Their thinking has taught us about what is right and wrong, justice and behaving in an ethical way. ● Suffering is caused by pain and loss. This can be as a result of natural or medical disaster. Suffering can also happen as a result of the behaviour of people towards others. ● Utilitarianism is thinking about right and wrong actions. It says that the best action is the one that makes the most happiness or usefulness. Humanism <ul style="list-style-type: none"> ● Humanism is a world view where the followers do not believe in god – they look to science as a way to explain the world. ● Humanists believe in a set of ethics about the way people should live.
Year 6	Unit 3 – Philosophy What does it mean to be human? Is being happy our greatest purpose in life?	Philosophy <ul style="list-style-type: none"> ● What does it mean to be human is a difficult question to answer. ● Scientists believe that humans are one species of primate that emerged from the dry savannahs of East Africa just over 100,000 years ago. Humanity has been evolving and developing since this time. ● Humans and the way they live have evolved over time. ● Humans have characteristics that set them apart from other animals – creativity, curiosity, emotional intelligence, intellectual capacity, compassion, empathy, logic, consciousness Humanism <ul style="list-style-type: none"> ● Humanists believe human beings are special and human life is valuable ● Humanists don't believe in a god, or believe we can never know if there is a god

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		<ul style="list-style-type: none"> Humanists don't believe there is any evidence for an afterlife: we should therefore make the most of this life Humanists believe human beings should try to live full and happy lives and help others to do the same Humanists place great importance on making themselves and others happy.
	Unit 4 – Theology Creation or science: conflicting or complementary?	Theology <ul style="list-style-type: none"> Why do people interpret things differently and how reliable are sources of information - the answer to these questions are difficult - is very much dependent on one's own beliefs. Cosmology is the scientific study of the origin and evolution, of the universe. The study is based on theories which are both scientific and non-scientific ideas some of which cannot be tested and are assumptions. Scientists believe that fossil evidence confirms the basic theory of evolution. New discoveries are being made which add additional information to Darwin's theory of evolution. Humanism <ul style="list-style-type: none"> Humanists look to science for the answers to how the universe started. They believe that human beings were not created, but evolved naturally. Humanists are clear that they look to science to explain the creation of the universe and what is true.

Buddhism		
Year 5	Unit 3 – Philosophy What can we learn about the world/knowledge/meaning of life from the great philosophers?	Philosophy <ul style="list-style-type: none"> The great philosophers help us to understand the meaning of life through their teachings and quotes that remain relevant to today, for example: <ul style="list-style-type: none"> Be content and make the most of what we have in life. We are happier if we focus on the good things in our life. We are in charge of whether our lives will be happy or sad. Embrace everything that happens to us as experiences to work through. See obstacles and problems as an experience that we will learn from. What is right and what is wrong: - <ul style="list-style-type: none"> When we use the word 'right' we talk about principles and ideals. These are the rules and conventions we develop to help us run our lives. When we think about rules and conventions being broken, we say this is 'wrong'. Sometimes it is difficult to say whether something is absolutely right or wrong. Fairness is very important in determining the principles we live by. Our ideas about right and wrong are learned through a mix of social interactions and what we see, hear and read. Buddhism <ul style="list-style-type: none"> Buddhism is a religion to about 300 million people around the world. The word comes from 'budhi', 'to awaken'.

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		<ul style="list-style-type: none"> • Buddhists see Buddhism as a philosophy or 'way of life'. • Buddhists strive to: <ul style="list-style-type: none"> ○ lead a moral life, ○ be mindful and aware of thoughts and actions ○ to develop wisdom and understanding. • Buddhism teaches that the solutions to our problems are within ourselves not outside. • The Buddha asked all his followers not to take his word as true, but rather to test the teachings for themselves. • Buddhists believe that each person decides for themselves and takes responsibility for their own actions and understanding.
Year 6	Unit 1 – Human/Social Sciences How and why does religion bring peace and conflict?	<ul style="list-style-type: none"> • Culture is made up of a range of things that a group of followers do – the way they worship, their dress, music, customs and traditions. Each religion has its own culture and experiences. • Society means a group of people that share the same culture. Culture and society have changed overtime and followers have adapted the way they worship (i.e., virtual worship through the Covid pandemic). • A place of worship within a community often provides people with a point of contact within their community beyond the people that live next door to them, they go to school or work with. • At a place of worship, children and adults learn about their religion, about morals, social behaviour and their own values as human beings. Through collective worship they learn about what is safe in the world, how to be a good person, and what their responsibilities are as members of a religious group. • Through religion, followers are given support to work out the meaning of difficult experiences and by providing emotional, physical and spiritual support. • Within religion both conflict and peace exists. There are a range of reasons behind wars and conflict taking place, one of these reasons is due to people have differing religious and moral views.
	Unit 2 – Theology How do Buddhist explain the suffering in the world?	<ul style="list-style-type: none"> • Buddhists try to live a good life by following the Buddha's teachings, helping them to avoid suffering and bad feelings. They believe nothing in life is perfect and the way to avoid suffering is to follow a set of important guidelines known as the Noble Eightfold Path. • The Four Noble Truths are a Buddhist teaching. They show Buddhists why they should follow the Middle Way. The Four Noble Truths are: - <ul style="list-style-type: none"> ○ Life involves suffering ○ Suffering is due to having desires ○ Suffering can be ended by overcoming desires ○ The way to end suffering is by following the Eightfold Path • The path that leads to the end of suffering is caused the Eightfold Path. • The Eightfold path says that truth is found in the Middle Way. • A person can get to the Middle Way by following the eightfold path. The eight rules are these: <ul style="list-style-type: none"> ○ Right Viewpoint. A person should see things in a bad way at first. This way, they are never disappointed. ○ Right Values. A person should try to make their ethics and morals better in small ways.

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		<ul style="list-style-type: none">○ Right Speech. A person should try to be truthful and kind when they talk.○ Right Actions. A person should try to do good things. If they cannot do a good thing, then they should try to not do a bad thing.○ Right Livelihood. A person should not work at something that can hurt themselves or other people.○ Right Effort. A person should try to be better.○ Right Mindfulness. A person cannot be confused. They must not use drugs or alcohol.○ Right Meditation. A person must try to reach enlightenment through meditation.● The Five Moral Precepts are the Buddhist version of a code of conduct or rules to help people behave in a moral and ethical way. Buddhists should follow the Five Moral Precepts to ensure they are living a morally good life. This helps them to get rid of suffering and achieve nirvana.
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Norfolk Syllabus Coverage

Christianity		Year 1					Year 2					Year 3						Year 4					Year 5					Year 6				
Lens	Overview of core knowledge	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Theology	The life and teachings of Jesus.																															
	The Bible as a sacred text for Christians and its different genres.																															
	Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation.																															
	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																															
Philosophy	Key philosophical vocabulary.																															
	Ways of reasoning.																															
	Make links between belief and behaviour.																															
	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.																															
Human/ Social sciences	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.																															
	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																															
	The role of the Christian community in charity work																															

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Hinduism		Year 1					Year 2					Year 3						Year 4					Year 5					Year 6				
Lens	Overview of knowledge	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Theology	Concepts: Brahman and Avatars.																															
	Hindu Holy Books including the Ramayana.																															
	Concepts: Ataman, 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.																															
Philosophy	Key philosophical vocabulary.																															
	Ways of reasoning.																															
	Make links between belief and behaviour																															
	The different views about the nature of knowledge, meaning and existence.																															
	Introducing ethical theory. Introduce moral issues and consider the consequences of action in relation to karma.																															
	Moral and values expressed in Hindu stories																															
Human/ Social sciences	Key vocabulary associated with the study of Hinduism.																															
	Dharma, symbolism and the centrality of the home in the Hindu tradition.																															
	Importance of gatherings for worship, dramatic storytelling and celebrations.																															
	Key vocabulary and global diversity associated with the study of Hinduism.																															
	Sanatan Dharma, the diversity of practice and expression and festivals																															
	The impact of ahimsa, dharma and karma on daily life and beyond																															

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Judaism		Year 1					Year 2					Year 3						Year 4					Year 5					Year 6					
Lens	Core knowledge	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Theology	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 the lives of Jewish descendants.																																
	Concepts: One God, The Covenant, Mitzvot, Atonement.																																
	The Torah and Talmud as sources of authority.																																
	The Hebrew Bible, TeNaCh (Torah, Nevi'im, Ketuvim)																																
	Importance of the Shema Narratives associated with the development of the Jewish tradition.																																
	Importance of reading the Torah out loud.																																
	Key teachings from important Jewish teachers																																
	Historical impact Jewish beliefs/culture																																
Philosophy	Key philosophical vocabulary																																
	Ways of reasoning																																
	Make links between belief and behaviour																																
	The different views about the nature of knowledge, meaning and existence																																
	Introducing ethical theory Jewish perspectives on moral issues including the impact of the 613 mitzvot, especially the 10 commandments.																																
	The importance of loving one’s neighbour.																																
	Gemillut Chasadim, Tzedakah																																
Human/ Social sciences	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.																																
	Key vocabulary and global diversity associated with the study of Judaism.																																
	Importance of festivals for the Jewish community such as Yom Kippur.																																
	Symbolism and artefacts used by some Jewish people at festivals and in rituals.																																
	The importance and role of Shabbat and reading of the Torah																																
	The role of Synagogue and Cheder in the Jewish community																																
	The rules of Kashrut The importance of Jerusalem and the Western Wall for many Jewish people.																																

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Islam		Year 1					Year 2					Year 3						Year 4					Year 5					Year 6				
Lens	Core knowledge	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Theology	The concept of One God.																															
	The life and teachings of the Prophet Muhammad.																															
	The Qur'an as a revealed scripture																															
	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.																															
Philosophy	Key philosophical vocabulary.																															
	Ways of reasoning.																															
	Make links between belief and behaviour.																															
	The different views about the nature of knowledge, meaning and existence																															
	Introducing ethical theory. Muslim perspectives on moral issues, including the idea of 'intention'.																															
Human/ social sciences	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.																															
	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 expression, customs and practices within Islam and their impact on daily life.																															
	The importance of Ramadan, the two Eid festivals and Jummah prayers.																															

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Sikhism		Year 1					Year 2					Year 3						Year 4					Year 5					Year 6				
Lens		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Theology	Core knowledge																															
	The concepts of One God and equality.																															
	The life and teachings of Guru Nanak																															
	The Guru Granth Sahib as a living Guru.																															
	The Mool Mantra.																															
	Concepts: Ik Onkar, Equality, hukam and Samsara.																															
	The life and teachings of the 10 Gurus																															
	The Guru Granth Sahib, including its compilation and diversity of contents																															
Philosophy	Stories from the life of Guru Nanak (janamaskhis)																															
	Impact of martyrdom on Sikh teachings.																															
	Key philosophical vocabulary.																															
	Ways of reasoning																															
	Make links between belief and behaviour																															
	The different views about the nature of knowledge, meaning and existence.																															
Human/ social sciences	Introducing ethical theory.																															
	Sikh perspectives on moral issues, including impact of 'hukam' and emphasis on equality.																															
	Key vocabulary associated with the study of Sikhism.																															
	The gurdwara, langar and 5Ks																															
	The role of festivals and ceremonies such as Baisakhi and Amrit.																															
	Key vocabulary and global diversity associated with the study of Sikhism, including term Sikhi.																															
	The diversity of practice including the Gurdwara, festivals and ceremonies such as Amrit.																															
	Symbolism including varying practice of wearing the 5Ks																															
	Importance of values in the Sikh tradition																															
	Global importance of Amritsar and the Golden Temple.																															

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Humanism		Year 1					Year 2					Year 3						Year 4					Year 5					Year 6				
Lens	Core knowledge	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Theology	Concepts: Atheism, agnosticism, rationalism, One Life, and Happiness.																															
	Examples of writings of Humanist thinkers.																															
	Diversity of Humanist thought																															
	Importance of evidence.																															
	Absence of sacred texts and divine rules.																															
Philosophy	Key philosophical vocabulary.																															
	Ways of reasoning.																															
	Make links between belief and behaviour																															
	The different views about the nature of knowledge, meaning and existence																															
	Introducing ethical theory such as utilitarianism.																															
	Examples of the writing of a Humanist philosopher.																															
	Importance of evidence and reasoning in Humanist thought																															
Human/ Social science	Key vocabulary associated with the study of Humanism.																															
	The role of ceremonies and cultural traditions.																															
	The Happy Human symbol.																															
	Impact of thinking about consequences of action.																															
	Key vocabulary relating to the study of Humanism as a philosophy or life stance.																															
	Diverse practice in relation to ceremonies and cultural festivals.																															
	The importance of the natural world and caring for the environment.																															
	The importance of the arts and sciences.																															
	The importance of love and relationships.																															

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Buddhism		Year 1					Year 2					Year 3						Year 4					Year 5					Year 6				
Lens	Overview of core knowledge	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Theology	Varying beliefs about God.																															
	Concepts: The Buddha and Triple Refuge																															
	Concepts: Four Noble truths, the cycle of birth, death and rebirth, and the Five Precepts.																															
	The Jakata tales, Tipitaka and Metta Sutta.																															
	Key writings of Buddhist teachers.																															
	How Buddha’s experience impacted on beliefs.																															
Philosophy	Key philosophical vocabulary																															
	Ways of reasoning																															
	Make links between belief and behaviour																															
	The different views about the nature of 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.																															
Human/ social sciences	Key vocabulary associated with the study of Buddhism.																															
	Monasteries, temples, festivals, ceremonies, devotion and symbolism as expressions of Buddhism.																															
	The importance of not hurting living things and Buddhist stories on daily life																															
	Global diversity associated with the study of Buddhism.																															
	Meditation and study, festivals and pilgrimage and symbolism.																															
	Varying practice, and the importance of looking after the environment.																															