



RE Norfolk Syllabus Coverage

In addition to the planned enquiry units, all year groups will have the opportunity to explore and take part in key Christian festival celebrations of Harvest, Christmas, Easter, as well as exploring the key Christian concepts of Eucharist, Trinity and Baptism.

Age related expectations

Theology Philosophy Human Social Sciences

EYFS

<u>ARE</u>	<u>Enquiry Unit coverage</u>
Recognise simple religious beliefs or teachings.	1 2 4 5
Talk about some aspects of a religious or belief story.	1 2 4 5
Introduce key theological vocabulary such as 'God'.	1 4 5
Recreate religious and belief stories through small world play.	1 2 3 4 5
Talk about sacred texts	1 2 4 5
Raise puzzling and interesting questions about religious and belief stories.	1 2 4
Raise puzzling and interesting questions about the world around them.	1 3 5
Talk about what concerns them about different ways in which people behave.	1 5
Say what matters to them or is of value.	1 2 3 4 5



Use their senses to investigate religion and belief.	1 2 3 4 5
Identify simple features of religious life and practice in a family context.	2 3 5
Recognise a number of religious words.	1 2 3 4 5
Know where some religious worldviews originated	2 4 5
Name some religious symbols.	1 2 3 4
Name some religious artefacts.	1 3 4 5
Talk about religious events that they see or hear about e.g. festivals, ceremonies.	1 2 4
Talk about what people wear because of their beliefs.	1 3 5
Visit a local place of worship.	1 2 4
Talk to someone who holds a particular religious belief.	1 3



Key Stage 1 and 2

Theology

ARE	1	2	3	4	5	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. 2 3 4	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. 1 3 4 5 Recognise different types of writing from within one text.	Show awareness of different sources of authority and how they link with beliefs. 1 3 5 Identify different types of writing and give an example of how a believer might interpret a source of authority. 1 4 5	Identify different sources of authority and how they link with beliefs. 1 2 4 Give examples of different writings and different ways in which believers interpret sources of authority. 5	Describe different sources of authority and how they link with beliefs. 1 2 4 5 Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. 2 4 5	Explain different sources of authority and the connections with beliefs. 1 2 3 4 5 Begin to discuss the reliability and authenticity of texts that are authoritative. 1 2 3 4 5
B. How beliefs change over time			Recognise that beliefs are influenced by events in the past and present. 1 4 5	Identify events in history and society which have influenced some religious and non-religious worldviews. 2 3	Describe how events in history and society have influenced some religious and non-religious worldviews. 1 4 5	Explain how events in history and society have influenced some religious and non-religious worldviews. 2 5



<p>C. How beliefs relate to each other</p>	<p>Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. 1 2 3 4</p>	<p>Recognise that some beliefs connect together and begin to talk about these connections. 1 2 3 5</p>	<p>Identify some links between beliefs being studied within a religion or worldview. 1 2 3 Show awareness of some of the similarities and differences between and within religions and worldviews. 1 4 5</p>	<p>Make clear links between different beliefs being studied within a religion or worldview. 1 2 3 5 Identify some of the similarities and differences between and within religions and worldviews. 1 5</p>	<p>Describe the connections between different beliefs being studied and link them to sources of authority 1 2 5 Describe some of the key theological similarities and differences between and within religions and worldviews. 5</p>	<p>Explain connections between different beliefs being studied and link them to sources of authority using theological terms. 2 3 4 5 Explain the key theological similarities and differences between and within religions and worldviews 2 3 4 5</p>
<p>D. How beliefs shape the way believers see the world and each other</p>	<p>Give an example of how <u>Jews</u> use beliefs to guide their daily lives. 3 5</p>	<p>Give different examples of how <u>Hindu</u> beliefs influence daily life. 4</p>	<p>Recognise ways in which beliefs might make a <u>Christian</u> think about how they live their life, how they see the world in which they live and how they view others. 1 2 3 4 5</p>	<p>Identify ways in which beliefs might make a <u>Christian/Sikh/Muslim</u> think about how they live their life, how they see the world in which they live and how they view others. 2 3 4 5</p>	<p>Describe ways in which beliefs shape the way <u>religious and non-religious people</u> view the world in which they live and how they view others. 1 2 3 5</p>	<p>Explain and discuss how beliefs shape the way <u>religious and non-religious people</u> view the world in which they live and how they view others. 2 3 4 5</p>



Philosophy

ARE	1	2	3	4	5	6
A. The Nature of knowledge, meaning and existence	<p>Ask questions about the world around them and talk about these questions.</p> <p>1 Begin to make connections between using their senses and what they know about the world around them.</p> <p>1</p>	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.</p> <p>1 3 5 Talk about what people mean when they say they 'know' something.</p> <p>3</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</p> <p>1 4 5 Talk about the difference between knowing and believing.</p> <p>3 4 5</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>2 3 Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p> <p>3 5</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>1 4 Explain some of the different ways in which philosophers understand abstract concepts.</p> <p>4</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>2 4 Begin to analyse and evaluate different ways in which philosophers understand abstract concepts</p> <p>3 4</p>
B. How and whether things make sense	<p>Give a simple reason using the word 'because' when talking about religion and belief.</p> <p>1 2 3 4 5</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'.</p> <p>3 4 5</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>1 3 4 5</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when</p>	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>1 2 3 4 5</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing</p>



			Use more than one reason to support their view.	studying religion and belief. 2 4 Give reasons for more than one point of view, providing pieces of evidence to support these views. 2 3	Link a range of different pieces of evidence together to form a coherent argument. 1 2 3 4 5	awareness of divergence of opinion. 2 3 4 5 Use well-chosen pieces of evidence to support and counter a particular argument. 2 3 4 5
C. How and whether things make sense	Using religious and belief stories to talk about how beliefs impact on how people behave. 1 3 4 5	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions. 4	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. 3 4 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. 3 5	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. 1 2	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. 2 4 5



Human Social Sciences

ARE	1	2	3	4	5	6
A. The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews. 1	Recognise the names of different religions, religious beliefs and worldviews and use them correctly. 1 2 3 4 5	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. 1 2 3 4 5	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. 1 3 5	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. 1 5 Show awareness that talking about religion and belief can be complex. 1 2 3 4 5	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. 2 Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. 2 4 5
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. 2 3 5	Identify evidence of religion and belief especially in the local area. 1 2	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different	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	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	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



			religions/ worldviews. 2 5	least two religions/worldviews. 2 4 5	two different religions/worldviews. 3 5	reference to at least two different religions/worldviews. 1 3
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. 5	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. 3 4 5	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. 4 5	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. 2 5	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. 4 5	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. 2 3 4