



## Curriculum map: Religious Education

***Become the best that you can be: for learning, for life, for future success.***

**Intent:** In RE, we introduce pupils to knowledge that will develop an understanding of our multicultural society and build cultural capital. Our aim is to engage pupils in enquiring into and exploring questions arising from religion and belief. This is to promote their personal, spiritual, social, moral and cultural development. Our curriculum has been carefully sequenced to support pupil's religious literacy. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

**Implementation:** The Norfolk exemplar curriculum has been adopted by the school which follows the statutory Norfolk Agreed Syllabus 2019. This ensures that RE is taught in line with current research and is taught correctly. RE is taught on a weekly basis with lessons planned and delivered in a variety of ways to meet the varied needs of pupils. It is structured using enquiry based units which build on prior learning starting from KS1. In this syllabus we assert that RE is rooted in three key disciplines or disciplinary fields. These are theology, philosophy and the human/social sciences. Beliefs covered include Christianity, Sikhism, Hinduism, Buddhism, Islam and Humanism amongst others. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

**Impact:** The progress of pupils is assessed in relation to the aims and purpose set out in the Norfolk Agreed Syllabus. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. This is assessed through class discussion and written work.

	Autumn	Spring	Summer
<b>Y3</b>	How do people express commitment to a religion/worldview 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 everyday life?
<b>Y4</b>	Where do Christian religious beliefs come from? What do we mean by truth? Is seeing believing?	How do religious groups contribute to society and culture in the local area and beyond? Why is there so much diversity of belief within Christianity?	What does sacrifice mean?
<b>Y5</b>	Is believing in God reasonable? How has belief in Christianity/Islam impacted on music and art throughout history?	What can we learn about the world / knowledge / meaning of life from the great philosophers? What difference does the resurrection make to Christians?	How do Hindus make sense of the world?
<b>Y6</b>	Creation and science - conflicting or complementary?	How do beliefs shape identity for Muslims?	Does religion bring peace, conflict or both?  How do Buddhists explain suffering in the world?