



Curriculum map: Religious education

Learning and achievement for all: a curriculum rich in knowledge about our world

Intent: In RE, we introduce pupils to the knowledge that will build cultural capital and an understanding of our multicultural society. Our aim is to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, social, moral and cultural development. Our curriculum is carefully sequenced to support pupil's religious literacy; giving them the ability to be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. It provides pupils with the knowledge and understanding of the ways in which beliefs influence people in their behaviour practice and outlook. RE enables pupils to become free thinking, critical participants of public discussion, who can make informed judgements about important matters of religion and belief.

Implementation: RE is taught in accordance with the Norfolk Agreed Syllabus - the Norfolk SACRE. This ensures that identified schemes and concepts are taught correctly and in line with current research. RE is taught on a weekly basis, but can be delivered through class topic, year group or whole school RE day. Lessons are planned and delivered in a variety of ways ensuring that all pupils can access and participate in lessons. A variety of activities encourage pupils to discuss their ideas and extend their understanding of difficult concepts and challenging questions. All staff ensure that there are high expectations across the school, with high challenge/low threat leading to progress and success.

Impact: Pupil's progress is assessed in relation to the purpose and aims as laid out in the Norfolk Agreed Syllabus. Pupils can talk about the things that they have learnt and remembered, and can make links with other subjects studied. RE is primarily concerned with how well pupils can express balanced and well-informed views about religion and the wider world. Attainment and progress are linked to the multi-disciplinary approach to RE advocated throughout the Norfolk Agreed Syllabus.

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