Lyng Curriculum Map for Religious Education

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year R	Why is the word of God so important to Christians (R.1) **Discipline: Theology** • God is the name Christians use for the creator of the earth • Christians thank God in a Harvest Festival • 10 Commandments are important to Christian living **Religions** • Christian	Why do Christians perform Nativity at Christmas (R.2) **Discipline: Theology** • The Bible tells us about Jesus • Jesus' birth is known as the Nativity • Christmas is a celebration of Jesus' birthday • Human's are made in 'God's image' • All humans are precious to God **Religions** • Christian	Why do Christians put a cross in an Easter Garden (R.3) **Discipline: Theology** • Events of Jesus' last week on earth inc. Palm Sunday • Easter is longer than a day • Easter is the most important event in the Christian calendar • Easter is linked to forgiveness **Religions** • Christian	Should Noah trust in God? (R.4) **Discipline: Philosophy** • Christian belief that God was not happy with people • Exploring a story from the Bible (Christian special book) • Noah would have to trust in God • Noah's family had to trust and believe in him • God tested Noah's beliefs **Religions** • Christian	
Year 1/2 A	What do my senses tell me about the world of religion and belief? (1.1) **Discipline: Philosophy ABC** • Ask questions about the world around them • Give simple reasons about beliefs • Use stories to talk about how beliefs impact how people behave **Religions** • Christian, Jewish, Hindu Linked Learning: 2.1, 2.4, Future Learning: 1.3, 1.5, 4.3, 5.5, 6.5	How does a celebration bring a community together? (1.2) **Discipline: Social Sciences AC** • Recognise that people have different beliefs • Recognise that beliefs can have an impact on someone's daily life **Religions** • Christian, Muslim Future Learning: 3.4, 3.5, 5.2	What do Jewish people remember on Shabbat? (1.3) **Discipline: Theology ACD** • Give an account of a story/text used by a religion • Recognise that stories contain beliefs • How beliefs influence daily lives **Religions** • Jewish Prior Learning: 1.1 Linked Learning: 2.1, 2.4 Future Learning: 3.1	What does the cross mean to Christians? (1.4) **Discipline: Theology ACD** • Give an account of a story/text used by a religion • Recognise that stories contain beliefs • How beliefs influence daily lives **Religions** • Christian	How did the universe come to be? (1.5) **Discipline: Philosophy ABC** • Ask questions about the world around them • Give simple reasons about beliefs • Use stories to talk about how beliefs impact how people behave **Religions** • Christian, Hindu Prior Learning: 1.1 Linked Learning: 2.1 Future Learning: 4.3, 5.5
Year 1/2 B	Why is light an important symbol for Christians, Jews and Hindus? (2.1) **Discipline: Theology AD** • Retell a narrative • Recognise different types of writing • How beliefs influence daily life **Religions** • Christian, Jewish, Hindu Linked Learning: 1.1, 1.3, 1.5	What does the nativity story teach Christian's about Jesus? (2.2) **Discipline: Theology ACD** • Retell a narrative • Recognise different types of writing • Recognise how some beliefs connect together • How beliefs influence daily life **Religion** • Christian	How do Christians belong to their faith family? (2.3) **Discipline: Social Sciences ABC** • Recognise different religions, beliefs and worldviews • Identify evidence of religion and belief in the local area • How beliefs impact daily life **Religion** • Christian Links: Geo 1.1	How do Jewish people celebrate Passover (Pesach)? (2.4) **Discipline: Social Sciences ABC** • Recognise different religions, beliefs and worldviews • Identify evidence of religion and belief in the local area • How beliefs impact daily life **Religion** • Jewish Prior Learning: 2.1 Linked Learning: 1.1, 1.3	Why do people have different views about the idea of God? (2.5) **Discipline: Philosophy AB** • Talk about questions a story may make you ask • Talk about when people say the 'know' something • Give reasons why someone may hold a belief **Religions** • Christian/Humanist

	Future Learning: 2.4, 3.1 4.3, 5.5, 6.5			Future Learning: 3.1 Links: Geo 1.1	Future Learning: 3.3, 4.5, 5.1, 6.3
Year 3/4 A	How do people express commitment to a worldview in different ways? (3.1) **Discipline: Social Sciences ABC** • Identify how people use the terms religion & belief • Identify similarities & differences how people express beliefs • How beliefs impact daily life **Religion** • Christian/Jewish Prior Learning: 1.1, 1.3, 2.1, 2.4	What is Trinity? (3.2) **Discipline: Theology ABCD** • Awareness of sources of authority and links to beliefs • Identify different types of writing and how a believer may interpret • Identify links between beliefs studied • How beliefs influence how people live, see the world and view others **Religion** • Christian	What is philosophy? How do people make moral decisions? (3.3) **Discipline: Philosophy ABC** • Discuss differences between knowing and believing • Decide if an argument about a religion/belief makes sense • Recognise the difficulty defining right, wrong, good and bad **Religion** • Christian/Humanist Prior Learning: 2.5 Linked Learning: 4.5 Future Learning: 5.1, 6.3	What do Muslims believe about God? (3.4) **Discipline: Theology ABCD** • Awareness of sources of authority and links to beliefs • Identify different types of writing and how a believer may interpret • Identify links between beliefs studied • How beliefs influence how people live, see the world and view others **Religion** • Muslim Prior Learning: 1.2, Future Learning: 3.5, 5.2	What difference does being Muslim make to daily life? (3.5) **Discipline: Social Sciences ABC** • Identify how people use the terms religion & belief • Identify similarities & differences how people express beliefs • How beliefs impact daily life **Religion** • Muslim Prior Learning: 1.2, 3.4 Future Learning: 5.2:
Year 3/4 B	Where do Christian religious beliefs come from? (4.1) **Discipline: Theology AD** • Awareness of sources of authority & links to beliefs • Identify different types of writing and how a believer may interpret • How beliefs influence how people live, see the world and view others **Religion** • Christian	What do we mean by truth? Is seeing believing? (4.2) **Discipline: Philosophy ABC** • Describe different philosophical answers to questions about the world • Begin to use philosophical language • Begin to weigh different reasons and arguments • Describe a range of answers to ethical and moral questions **Religion** • Multi-religion	How do religious groups contribute to society and culture in the local area and beyond? (4.3) **Discipline: Social Sciences ABC** • Describe differences between the term's religion & belief • Describe varying ways in how beliefs are practised locally and nationally • How communities and societies can shape beliefs **Religion** • Christian/Hindu Prior Learning: 1.1, 1.5, 2.1 Future Learning: 5.5, 6.5	Why is there so much diversity within Christianity? (4.4) **Discipline: Social Sciences AB and Theology B** • Describe differences between the term's religion & belief • Describe varying ways in how beliefs are practised locally and nationally • Identify events which have influenced religious beliefs **Religion** • Christian	What does sacrifice mean? (4.5) **Discipline: Philosophy AB and Theology D** • Describe different philosophical answers to questions about the world • Give reasons for more than one point of view • How beliefs influence how people live, see the world and view others **Religion** • Christian/Humanist Prior Learning: 2.5 Linked Learning: 3.3 Future Learning: 5.1, 6.3
Year 5/6 A	How and why does religion bring peace and conflict? (6.1) **Discipline: Social Sciences AC** • Evaluate different ways 'religion' & 'belief' are	How do Buddhists explain suffering in the world? (6.2) **Discipline: Theology CD** • Explain connections between beliefs and link to sources of authority	What does it mean to be human? Is the being happy the greatest purpose in life? (6.3) **Discipline: Philosophy ABC** • Evaluate a range of philosophical answers to	Creation and science: Conflicting or complementary? (6.4) **Discipline: Theology ACD** • Explain different sources and their connections with beliefs • Explain connections between	How do beliefs shape identity for Hindus? **(6.5)** **Discipline: Social Sciences BC** • Evaluate the varying ways in which beliefs are

	used within a religion • Recognise some areas of controversy • Evaluate how beliefs impact on lives, communities & society **Religion** • Christian	• Explain key theological similarities and differences between and within religions • Explain how beliefs shape how people live, see the world and view others **Religion** • Buddhists Linked Learning: 5.3	questions about the world • Evaluate whether an argument is logical showing awareness of opinions • Evaluate a range **Religion** • Christian/Humanist Prior Learning: 2.5, 3.3, 4.5 Linked Learning: 5.1	beliefs and link to sources of authority • Explain key theological similarities and differences between and within religions • Explain how beliefs shape how people live, see the world and view others **Religion** • Christian	practised locally, nationally and globally • Evaluate how beliefs impact on lives, communities & society **Religion** • Hindu Prior Learning: 1.1, 1.5, 2.1, 4.3, Linked Learning: 5.5 Links: His 6.3
Year 5/6 B	Is believing in God reasonable? (5.1) **Discipline: Philosophy AB** • Explain different philosophical answers to questions about the world • Explain how philosophers understand abstract concepts • Explain whether a view is coherent and logical **Religion** • Christian/Humanist Prior Learning: 2.5, 3.3, 4.5 Linked Learning: 6.3	How has belief in Christianity/Islam impacted on music and art throughout history? (5.2) **Discipline: Social Sciences AC** • Show awareness that talking about religion about beliefs is complex • Explain how beliefs impact on lives, communities & society **Religion** • Christian/Muslim Prior Learning: 1.2, 3.4, 3.5 Links: Music	What can we learn about the world/meaning of life from the great philosophers? (5.3) **Discipline: Philosophy ABC** • Explain how people have different ways of understanding a concept • Use a variety of evidence to conclude whether they believe there to be a God. • Explain a range of answers to whether is possible for something to always be right **Religion** • Christian/Buddhist Linked Learning: 6.2	What difference does the resurrection make to Christian? (5.4) **Discipline: Theology ACD** • Describe different interpretations of sources of authority and their reliability • Describe connections between beliefs and link to sources of authority • Describe how beliefs shape how people live, see the world and view others **Religion** • Christian	What do Hindus believe? How do they express their faith? (5.5) **Discipline: Social Sciences ABC** • Explain different ways 'religion' & 'belief' are used • Show awareness that talking about religion about beliefs is complex • Explain varying ways beliefs are practiced locally and nationally • Explain how beliefs impact on lives, communities & society **Religion** • Hindu Prior Learning: 1.1, 1.5, 2.1, 4.3 Linked Learning: 5.5, 6.5

The Religious Education knowledge concepts we focus on in KS1 and KS2 are:

Theology
A - Where beliefs come from
B – Where beliefs come from
C - How beliefs relate to each other
D - How beliefs shape the way believers see the world and each other

Social Human Sciences
A – The diverse nature of religion
B – Diverse ways in which people practice and express beliefs
C – The ways in which beliefs shape the individual identity, and impact on communities and society and vice versa

Philosophy
A - The Nature of knowledge, meaning and existence
B - How and whether things make sense
C – Issues of right and wrong, good and bad

As part of a DNEAT which is a Church of England Academy Trust, over 50% of the RE Topics covered have links within the Christian religion.

As the RE curriculum is supported by the Diocese of Norwich Agreed Syllabus there is progression through the three lenses of Theology, Social Human Sciences and Philosophy.