

Year A: 2025-26

KS1 Enquiry 1: How do some Jewish people celebrate Sukkot?

- Recognise that Sukkot is a Jewish festival.
- Identify ways in which Sukkot can have an impact on Jewish daily life and family.
- Identify evidence of religion and belief especially in the local area (through visit to Synagogue/Visiting Jew).

KS1 Enquiry 2: What does the nativity story teach many people?

- Retell the Christmas story.
- Recognise that Christians believe Jesus was sent by God to be him in the flesh.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Recognise the connection between Christmas and Easter

KS1 Enquiry 3: How do some people belong to their faith family?

- Identify how Christians beliefs impact on their worship and sense of belonging.
- Identify some Christians symbols and artefacts.
- Identify different ways in which Christians show they belong to their faith family.
- Recognise that some people call themselves Christians.

KS1 Enquiry 4: Who might be a role model for many people?

- Explain some characteristics of what a role model should be
- Give reasons why someone is their role model using the word 'because'
- Give examples of how their role model has influenced their behaviour
- Talk about different religious role models and explain the characteristics that make them a role model for some people

KS1 Enquiry 5: Why do people have different views about the idea of God?

- Give a reason why a member of at least one religious community might believe in God.
- Give a reason why a person might not believe in God.

- Give an example of what a member of a religious community might believe about God.
- Make connections between people's beliefs of right and wrong and their belief about God.

Year 3/4 Enquiry 1: Where do many religious beliefs come from?

- Identify the Bible as a source of authority for Christians.
- Identify the Laws of Moses and the teachings of the New Testament as sources of authority and how these link with Christian beliefs.
- Identify the crucifixion of Jesus as an event which has shaped Christian belief.
- Describe how individuals, communities, society and experiences can shape beliefs.

Year 3/4 Enquiry 2: What do we mean by truth? Is seeing believing?

- Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.
- Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof.
- Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.

Year 3/4 Enquiry 3: How do some religious groups contribute to society and culture?

- Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society.
- Describe ways in which dharma impacts on and influences Buddhist life and society.
- Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Islam and Buddhism.
- Identify ways in which beliefs might make a Christian, Buddhist or Muslim think about how they live their life.

Year 3/4 Enquiry 4: Why is there so much diversity of belief within Christianity?

- Describe the difference between the terms 'religion' and 'belief'.
- Describe some of the varying ways in which Christianity is practised locally, nationally and globally.

- Identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation.

Year 3/4 Enquiry 5: What does sacrifice mean?

- Describe different philosophical and theological answers to questions about sacrifice
- Identify ways in which beliefs about sacrifice influence the ways Christians, Jews and Buddhists see the world
- Identify ways in which beliefs about sacrifice impact the actions of Christians, Jews and Buddhists
- Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.

Year 5/6 Enquiry 1: How and why might religion bring peace and conflict?

- Recognise the controversial nature of this topic, explaining divergent views relating to it.
- Explain what at least two religions believe about peace and conflict.
- Analyse the relationship between peace and pacifism.
- Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine.

Year 5/6 Enquiry 2: How do many people explain the different types of suffering in the world?

- Explain and discuss how beliefs shape the way many people view the world in which they live and how they view others.
- 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.
- Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.
- 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.

Year 5 /6 Enquiry 3: What does it mean to be human? Is being happy the greatest purpose in life?

- Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher.
- Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life.
- Use well-chosen pieces of evidence to support and counter a particular argument.

Year 5/6 Enquiry 4: Religion and Science: conflicting or complimentary?

- Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation.
- Explain the connections and divergence between different theories, and how they may fit together or disagree entirely.
- Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.

Year 5/6 Enquiry 5 How do some beliefs shape identity for some people?

- Explain different sources of authority and the connections with beliefs.
- Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
- Explain connections different beliefs being studied and link them to sources of authority using theological terms.
- Explain and discuss how beliefs shape the way Christians and Muslims view the world in which they live and how they view others.

Year B

KS1 Enquiry 1: What do my senses tell me about religion and belief?

- Ask "I wonder ..." questions about the world around them.
- Begin to make connections between using their senses and what they know about the world around them.
- Use their senses to investigate worship in different religious traditions.
- Use their senses to justify a belief that they hold, using the word 'because'

- Use religious and belief stories to talk about how beliefs impact on how people behave

KS1 Enquiry 2: How might a celebration bring a community together?

- Recognise the meanings of the terms Christian and Hindu.
- Recognise practices associated with the festivals of Christmas and Diwali
- Recognise ways in which a celebration can encourage a sense of belonging within a faith community.
- Recognise that people have different beliefs
- Recognise that beliefs can have an impact on a believer's daily life, their family or local community.

KS1 Enquiry 3: What do Jews Remember on Shabbat?

- Retell the Jewish story of Creation.
- Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives.
- Recognise that the practice of Shabbat shows a strong relationship between Jewish people and their belief in God.

KS1 Enquiry 4: What might the cross mean to many Christians?

- Give a clear, simple account of the Easter Story.
- Recognise that the Easter Story contains Christian beliefs about salvation.
- Recognise that the Easter Story is a source of hope for Christians.
- Give an example of how Christians use beliefs to guide their daily lives

KS1 Enquiry 5: How has the universe come to be?

- Ask at least one question about the origin of the universe.
- Talk about their thinking, giving a reason, using the word 'because', for the origin of the universe.
- Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories).
- Know that beliefs about the origin of the universe can influence how individuals treat the world around them.

Year 3/4 Enquiry 1: How do some people express commitment to a religion or worldview?

- Identify a range of ways in which religious belief can impact daily life.
- Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Buddhism.
- Identify some similarities and differences in how people practise and express beliefs about commitment.

Year 3/4 Enquiry 2: What do many Christians believe about the Holy Trinity?

- Show awareness of the Biblical origins of Christian teachings of the Trinity.
- Identify different types/genres of writing within the Bible.
- Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature).
- Identify how Christian baptism uses and expresses the doctrine of Trinity.
- Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world.

Year 3/4 Enquiry 3: What difference might being Jewish make to daily life?

- Identify how a person's beliefs and actions align them with the Jewish religion.
- Identify a range of ways in which Jewish beliefs impact on a believer's daily life, their family, community and society.
- Identify some similarities and differences in how Jews around the world practise and express their beliefs about God.

Year 3/4 Enquiry 4: How do people make moral decisions?

- Talk about the difference between knowing and believing.
- Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.
- Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.

Year 3/4 Enquiry 5: What do Buddhists believe about God?

- Identify ways in which the Buddhist view of God is similar to and different from the Christian view of God.
- Recognise ways in which the Buddhist view of God influences the way Buddhists live their lives and view other people.
- Recognise that there are many different answers to the question, 'What is God like?'
- Identify different types of writing and give an example of how a believer might interpret a source of authority

Year 5/6 Enquiry 1: Why do some people believe in God and others don't?

- Explain different philosophical and theological answers to questions about a belief in God.
- Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God e.g. Pascal's Wager and Humanism as a philosophical stance.
- Explain, using a range of reasons, whether a position or argument is coherent and logical.
- Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.

Year 5/6 Enquiry 2: How has belief in Christianity and Buddhism impacted on music and art through history?

- Show awareness that talking about religion and belief can be complex.
- Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
- Describe ways in which beliefs shape the way Christians/Buddhists view the world in which they live and how they view others.

Year 5/6 Enquiry 3: What can we learn about the meaning of life from great thinkers?

- Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.
- Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.
- Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.

Year 5/6 Enquiry 4: What difference might the resurrection make to many Christians?

- Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.
- Describe the connections between sacrifice in the OT and NT and the link to Jesus as the ultimate sacrifice.
- Describe the significance of resurrection and how it shapes how Christians see the world and others.
- Describe how the resurrection effects how Christians might live their lives.

Year 5/6 Enquiry 5: What do Jews believe? How do they express their faith?

- Describe different sources of authority and how they link with beliefs.
- Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.
- Describe ways in which beliefs shape the way Jews view the world in which they live and how they view others.
- 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.
- Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Assessment in RE

Pupils' progress is assessed in relation to the purpose and aims of the Cumbrian Agreed Syllabus for RE. This primarily concerns how well pupils can hold lucid, balanced and well-informed conversations about religion and worldviews. It is linked to the disciplinary approach to RE: theology, philosophy and human sciences.

Reception

Children begin to hear and use the language of religion and worldviews. They experience, through all their senses, ways in which people explore and express meanings using symbols, stories, rituals, places and things. They take part in enjoyable, creative learning experiences

related to religion and worldviews, and begin to think about where and how their lives are similar and different to those they encounter in RE

Reception

KS1

Children gather a rich knowledge of different worldviews, including religions, and learn that we are all different. They find out lots about the varied ways human communities celebrate, share stories, understand big ideas and think about what is good and bad. They take part in enjoyable, creative, varied and challenging learning experiences related to religion and worldviews, noticing where their own experience overlaps with the worldviews they encounter, and where their worldviews are different.

Lower KS2

Pupils begin to identify what a worldview is and how it works. They gather, understand and deploy a rich knowledge of a range of different worldviews. Learning about diversity, they recognise that we each have a worldview, shaped by our families, communities and wider society. They find out how some key examples of religious worldviews teach their ideas and express their visions in practice. They take part in creative learning experiences that deepen their understanding of how religions and worldviews are practised in our communities today and how they draw on ideas from the past and from around the world. They begin to identify aspects of their own worldviews and how they relate to the worldviews of others.

Upper KS2

Pupils begin to understand what worldviews are, that they affect how we experience the world, and that we can study a range of different worldviews using varied methods, such as through sociological enquiry or textual study. Learning more about diversity, they apply ideas about how our own worldviews are shaped by our families, communities and wider society to different examples. To explain what matters in religion, they use a growing rich knowledge of the ways key examples of religious worldviews teach their ideas and express their visions. They are involved (sometimes as planners) in creative learning experiences that deepen their understanding of varied ways in which religions and worldviews are practised in our communities today and how they draw on ideas from the past and from around the world. They recognise some sources of their own worldviews and identify how someone's worldview affects how they understand and experience the world.

Theology

End of Year 2

- Recall and name different beliefs and practises, including festivals, worship, rituals and ways of life, in order to find out the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

End of Year 6

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understanding different ways of life and ways of expressing meaning

Philosophy

End of Year 2

- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry
- Find out about and respond with ideas to examples of co-operation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response

End of Year 6

- Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms e.g. reasoning, music, art and poetry

- Consider and apply these ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Human Sciences

End of Year 2

- Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religion and worldviews.

End of Year 6

- Observe and understand varied examples of religion and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives
- Observe and consider dimensions of religion, so that they can explore and show understanding of similarities and differences between different religion and worldviews