



RE

LEARNING LADDER



RE Learning Ladder

Explore

Discover

Create

Philosophy Unit	Human & Social Sciences Unit	Theology Unit
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Year Group					
EYFS	Pupils begin to explore religious and non-religious world views in terms of important places, people, places, objects and festivals. They will listen to and talk about stories and be encouraged to ask questions about these.				
1 CORE KNOWLEDGE	<p>The five senses.</p> <p>Worship practice es, e.g. Hindu Puja, Shabbat</p> <ol style="list-style-type: none"> a. Visual art, e.g. crucifix, menorah b. Artefacts, e.g. prayer mat, Havdalah spice c. Story, e.g. Parable of the Sower, Passover d. Music, e.g. Hillsong Kids 	<p>To explain how and why Christians celebrate Christmas/Easter.</p> <p>To explain how and why Muslims celebrate (Eid-ul-Fitr and Eid-ul-Adha).</p> <p>To explain how and why Jews celebrate Hanukkah</p> <p>To understand how these festivals help to bring the religious communities together.</p>	<p>The Jewish story of creation and relate it to observing Shabbat.</p> <p>Jews believe in one God and God is the creator. God has no form, God is unique.</p> <p>How Shabbat is celebrated as a weekly tradition/home service/ritual for Jewish families.</p> <p>Jews Welcome Shabbat and say Farewell to Shabbat.</p> <p>The symbolism of the key artefacts used during Shabbat. LIGHT, bread Manna story, Kiddush means holy - it is the blessing over grape juice that sanctifies the day.</p>	<p>The Easter narrative in the Bible.</p> <p>Christians believe Jesus died on a cross (crucifixion) to save people (salvation).</p> <p>Christians believe Jesus came back to life (resurrection).</p> <p>Christians believe Easter gives people hope of a new life, now and in the future.</p>	<p>The creation stories within Christian and Hindu traditions.</p> <p>Non-religious ideas about the origin of the universe.</p> <p>Reasons why people look after the world.</p> <p>Examples of how people look after the world.</p>

<p>ESSENTIAL OUTCOMES</p>	<p>To ask "I wonder ..." questions about the world around them.</p> <p>To use their senses to investigate worship in different religious traditions.</p> <p>To use their senses to justify a belief that they hold.</p>	<p>To recognise the meanings of the term Christian, Jewish and Muslim.</p> <p>To recognise practices associated with the festivals of (Christmas) and (Eid-ul-Fitr) or Hanukkah.</p> <p>To recognise ways in which a celebration can encourage a sense of belonging within a faith community.</p>	<p>Retell the Old Testament/TaNak Jewish/Christian story of Creation. Know that this is something Jews and Christians share.</p> <p>Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives.</p> <p>Recognise that the practice of Shabbat shows a strong relationship between Jewish people and God.</p>	<p>Give a clear, simple account of the Easter Story.</p> <p>Recognise that the Easter Story contains Christian beliefs about salvation.</p> <p>Recognise that the Easter Story is a source of hope for Christians.</p>	<p>To ask at least one question about the origin of the universe.</p> <p>To give a simple reason, using the word 'because', for the origin of the universe.</p> <p>To know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories).</p> <p>To know that beliefs about the origin of the universe influence how individuals treat the world around them.</p>
<p>2 CORE KNOWLEDGE</p>	<p>The Christian belief that Jesus is the Light of The World (John 8:12).</p> <p>How the Diwali story reflects Hindu beliefs about good and evil. The symbolic meaning of lighting the Shabbat Candle, the Havdalah Candle, the Ner Tamid (Everlasting Light/Menorah). God's creation of Light and Fire.</p> <p>Light is one of the enduring symbols of God,</p>	<p>The Christian belief that God became human in Jesus.</p> <p>The Nativity narratives are in the books of Luke and Matthew in the Bible.</p> <p>How incarnation and salvation relate to one another for Christians.</p> <p>Jesus is an important and historical figure to Christians.</p> <p>Christians use the nativity</p>	<p>How do christians belong to their faith family</p>	<p>Meaning and contents of The Seder Meal.</p> <p>The story of the Passover in the context of Exodus.</p> <p>Symbolism of each part of the Seder plate.</p> <p>Jewish family traditions related to Passover.</p> <p>The importance of Moses within Judaism.</p>	<p>The word 'God' is a name.</p> <p>The key beliefs about God from at least two different religions/worldviews.</p> <p>How a person's behaviour is connected to their view of God.</p> <p>Two different stories/narratives that illustrate beliefs about God.</p>

	<p>the presence of God.</p> <p>"A mitzvah is a candle and the Torah is light" (Proverbs 6:23) Gods role and our own human efforts bring light to the world.</p>	<p>story to influence their actions at Christmas, e.g., thankfulness and giving.</p>			
<p>ESSENTIAL OUTCOMES</p>	<p>Retell at least one narrative where light is an important symbol.</p> <p>Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs.</p> <p>Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives.</p>	<p>Retell the Christmas story. Recognise that Christians believe Jesus was sent by God to be him in the flesh.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Recognise the connection between Christmas and Easter.</p>		<p>Recognise that Passover (Pesach) is a Jewish festival.</p> <p>Identify ways in which Passover can have an impact on Jewish daily life and family.</p> <p>Identify evidence of religion and belief especially in the local area</p>	<p>To give a reason why a member of at least one religious community might believe in God.</p> <p>To give a reason why a person might not believe in God.</p> <p>To give an example of what a member of a religious community might believe about God.</p> <p>Make connections between people's beliefs of right and wrong and their belief about God.</p>
<p>3 CORE KNOWLEDGE</p>	<p>The importance of rites of passage in terms of religious identity.</p> <p>The role of baptism (infant and adult) in shaping religious identity in the Christian community.</p>	<p>God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).</p> <p>Jesus: As God incarnate, also known as the Son of</p>	<p>Difference between knowledge, belief and opinion.</p> <p>The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.</p>	<p>The concept of Tawhid.</p> <p>The impact of Tawhid on Muslims.</p> <p>The impact of The Qur'an containing the actual words of God.</p>	<p>Awareness of the diverse nature of Islam locally, nationally and globally.</p> <p>Masjid or mosque as a place of prayer.</p> <p>Facilities for ritual</p>

	<p>The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.</p> <p>The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.</p>	<p>God.</p> <p>Incarnation: Jesus as one of the three persons of the Trinity.</p> <p>Holy Spirit: God as spiritually active in the world.</p>	<p>The nature of a philosophical question.</p> <p>Awareness of variant perspectives about whether some things can be proven.</p> <p>The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).</p> <p>Utilitarianism or Hedonism as a way of making moral decisions.</p>	<p>How the existence of God is explained in Muslim teachings.</p> <p>How the Muslim view of deity differs from that of other religions.</p>	<p>washing and communal prayer.</p> <p>Variety of styles and architecture reflecting beliefs.</p> <p>Varying use of a minaret for the call to prayer, and alternatives to this.</p> <p>Awareness of the two main Muslims traditions- Sunni and Shia. Sufism is a tradition that runs through both of these.</p> <p>Awareness of diversity of expression, particularly in relation to the pictorial presentations.</p> <p>Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakah and Hajj.</p>
<p>ESSENTIAL OUTCOMES</p>	<p>Identify a range of ways in which religious belief can impact daily life.</p> <p>Show awareness of the similarities and differences between the commitment ceremonies or rites of</p>	<p>Show awareness of the Biblical origins of Christian teachings of the Trinity.</p> <p>Identify different types/genres of writing within the Bible.</p>	<p>Talk about the difference between knowing and believing.</p> <p>Decide if a reason or argument based on a religion or belief makes sense to them and is</p>	<p>Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation.</p>	<p>Identify how a person's beliefs and actions align them with the religion if Islam.</p> <p>Identify a range of ways in which Muslim beliefs impact on a</p>

	<p>passage within Christianity, and between Christianity, Judaism and Sikhism.</p> <p>Identify some similarities and differences in how people practise and express beliefs about commitment.</p>	<p>Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature).</p> <p>Identify how Christian baptism uses and expresses the doctrine of Trinity.</p> <p>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.</p>	<p>expressed clearly, analyse arguments and how they work.</p> <p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p>	<p>Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions.</p> <p>Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.</p> <p>Recognise that there are many different answers to the question, 'What is God like?'</p>	<p>believer's daily life, their family, community and society.</p> <p>Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.</p>
4 CORE KNOWLEDGE	<p>God: Christian belief in one God.</p> <p>Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds.</p> <p>Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the</p>	<p>To know at least three the views about the nature and existence of God.</p> <p>To know the difference between knowledge, belief and opinion.</p> <p>To understand the complex nature of concepts such as truth and reality.</p> <p>Debates about whether something can be proven.</p>	<p>Christian teachings about compassion and care for the most vulnerable in society, eg, Agape, "Love your neighbour ..."</p> <p>Hindu teachings about compassion and care for the most vulnerable in society, eg, seva (to serve selflessly), following dharma (duty).</p> <p>The life and work of a Christian individual</p>	<p>Understand the Church as a global community of Christian believers.</p> <p>Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.</p> <p>Describe different expressions of</p>	<p>At least one interpretation of the term 'sacrifice'</p> <p>The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam</p> <p>Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins.</p>

	<p>sacrifice of Jesus as the fulfilment of the Law.</p> <p>Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</p> <p>Christian belief that humans are made in God's image but became sinful and need saving.</p> <p>Textual theology: consideration of genre, author, context and audience in relation to the Bible.</p>	<p>Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. Use of the term Waheguru and other titles used for God.</p>	<p>whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell.</p> <p>The role of the Hindu community in charity work as an expression of dharma. E.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.</p> <p>The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi, Sannyasins.</p>	<p>Christian worship including for example the Eucharist and pilgrimage.</p> <p>The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban.</p> <p>Give of at least two key teachings from religious teachers such as Martin Luther, and how the Great Schism and the Reformation impacted Christianity.</p>	<p>Religious teachings about self-sacrifice.</p> <p>Humanist views on altruism and charity, considering the reasoned approach to these.</p>
<p>ESSENTIAL OUTCOMES</p>	<p>Identify the Bible as a source of authority for Christians.</p> <p>Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs.</p> <p>Identify the crucifixion of Jesus as an event which has shaped Christian belief.</p> <p>Describe how individuals, communities, society and</p>	<p>Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axioms and proof.</p>	<p>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.</p> <p>Describe ways in which dharma impacts on and influences Hindu life and society.</p> <p>Describe some of the</p>	<p>Describe the difference between the terms 'religion' and 'belief'.</p> <p>Describe some of the varying ways in which Christianity is practised locally, nationally and globally.</p> <p>Identify events in history which have influenced Christianity, especially the East-West Schism and the Reformation.</p>	<p>Describe different philosophical and theological answers to questions about sacrifice</p> <p>Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world.</p>

	experiences can shape beliefs.	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.	<p>varying ways in which religious beliefs are practised both locally and globally with reference to Christianity and Hinduism.</p> <p>Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.</p>		<p>Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims</p> <p>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.</p>
5 CORE KNOWLEDGE	<p>Varying views about the existence of God: Ontological and Cosmological arguments as found in the work of St. Thomas Aquinas's <i>Summa Theologiae</i>. Difference between knowledge, belief and opinions about God's existence.</p>	<p>Explain divergent role of music in worship and festivals in the life of the Christian Church.</p> <p>Explain how art has been used in Christianity to reflect key events and facilitate worship.</p> <p>Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.</p> <p>Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.</p>	<p>The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.</p> <p>The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.</p> <p>The work of one or two key philosophers such as Socrates/Plato and Descartes.</p> <p>Consideration of consequences of action in relation to karma.</p>	<p>Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</p> <p>Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption).</p> <p>Textual theology: consideration of genre, author, content, reliability and audience</p>	<p>The concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma.</p> <p>The different genres and interpretations of oral traditions and the Vedas. The impact of events and experiences on Hindu beliefs.</p> <p>Different views about the nature of knowledge, meaning and existence. Introducing ethical theory.</p> <p>The impact of Ahimsa, Dharma and Karma on daily life and beyond.</p>

				<p>in relation to the Gospels and resurrection of Jesus . Practices and expression: worship: different expressions of Christian worship. · Festivals: the diverse ways in which people celebrate festivals such as Easter.</p>	
<p>ESSENTIAL OUTCOMES</p>	<p>Explain the different philosophical answers to questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas, for example.</p> <p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p>	<p>Show awareness that talking about religion and belief can be complex.</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p> <p>Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.</p>	<p>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.</p> <p>Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.</p> <p>Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.</p> <p>Understand the relationship between the concept of a</p>	<p>Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.</p> <p>Describe the divergent Christian interpretations of the resurrection.</p> <p>Describe the significance of resurrection and how it shapes how Christians see the world and others.</p> <p>Describe how the resurrection effects how Christians might live their lives.</p>	<p>Describe different sources of authority and how they link with beliefs.</p> <p>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p> <p>Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.</p> <p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and</p>

	Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.		corporeal and incorporeal world.		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.
6 CORE KNOWLEDGE	<p>Moral philosophy: investigation of moral issues such as peace and conflict.</p> <p>Christianity, Hinduism, Islam: individual, community and society: the life and work of a Christian/Muslim/Hindu individual whose faith impacted on their actions.</p> <p>The impact of Christian/Muslim/Hindu teachings on daily life.</p> <p>Hinduism: ahimsa: non-violence springs naturally from the Hindu belief of unity in diversity.</p> <p>The impact of ahimsa on</p>	<p>The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts.</p> <p>The use of Jakata Tales as a source of moral guidance.</p> <p>The different views about the nature of knowledge, meaning and existence.</p> <p>Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.</p>	<p>St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin.</p> <p>Theological understandings of right and wrong - viewing St. Augustine's ideas about 'bodily desires' overthrowing the soul's desire to be virtuous.</p> <p>Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering after St. Augustine's <i>City of God</i> in which he argues that suffering in this life is of little</p>	<p>Creation: Christian belief that humans are made in God's image, by God.</p> <p>Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations.</p> <p>Scientific Theory: The Big Bang Theory.</p> <p>Textual theology: consideration of the genre of Genesis.</p> <p>Logic: debates about whether some things can be proven.</p>	<p>The ways in which the Qur'an and Hadith form a source of authority.</p> <p>Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).</p> <p>Muslim perspectives on moral issues including the idea of 'intention'.</p> <p>The role of the Masjid (mosque).</p> <p>The significance and impact of Five Pillars of Islam.</p> <p>The importance of Ramadan,</p>

	<p>daily life, including many Hindus being vegetarian.</p> <p>The role of the Muslim community in charity work as an expression of their faith.</p>		<p>consequence when considering the Last Judgement.</p> <p>Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.</p> <p>The work of Jeremy Bentham and John Stuart Mill on Utilitarianism.</p>		
<p>ESSENTIAL OUTCOMES</p>	<p>Recognise the controversial nature of this topic, explaining divergent views relating to it.</p> <p>Explain what at least two religions believe about peace and conflict.</p> <p>Analyse the relationship between peace and pacifism.</p> <p>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.</p>	<p>Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.</p> <p>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.</p> <p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to</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: looking at St. Augustine as an example of a Christian Philosopher.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand <i>humanness</i> incorporating what it means to live a 'good' life.</p> <p>Use well-chosen pieces of evidence to support</p>	<p>Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation.</p> <p>Explain the connections and divergence between different theories, and how they may fit together or disagree entirely.</p> <p>Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.</p>	<p>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.</p> <p>Explain connections different beliefs being studied and link them to sources of authority using theological terms.</p> <p>Explain and discuss how beliefs shape the way Muslims view the world in which they live and how they view others.</p>

		<p>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.</p>	<p>and counter a particular argument.</p>		<p>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.</p>
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