

The Essex Agreed Syllabus 2022 charts a new way forward for RE, placing the subject within strong academic disciplinary traditions. This syllabus builds on an enquiry-based pedagogy but aims to raise expectations of both teachers and pupils in terms of the scholarly study of religion and worldviews. High-quality RE will support pupils' religious literacy. 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. 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.

Topic Overview			
	Enquiry 1 Aut 1 & 2 Theological Lens	Enquiry 2 Spr 1 & 2 Philosophical Lens	Enquiry 3 Sum 1 & 2 Human Social Science Lens
Year 3	<p>CHRISTIAN What is the Trinity?</p> <p style="text-align: center;"><u>Progression Statement</u></p> <ul style="list-style-type: none"> <li>Show awareness of different sources of authority and how they link with beliefs.</li> <li>Identify different types of writing and give an example of how a believer might interpret a source of authority.</li> <li>Recognise that beliefs are influenced by events in the past and present.</li> <li>Identify some links between beliefs being studied within a religion or worldview.</li> <li>Show awareness of some of the similarities and differences between and within religions and worldviews.</li> <li>Recognise ways in which beliefs might make a Christian think about how they live, how they see the world and how they view others.</li> </ul>	<p>CHRISTIAN and HUMANIST What is philosophy? How do people make moral decisions?</p> <p style="text-align: center;"><u>Progression Statement</u></p> <ul style="list-style-type: none"> <li>Recognise that there are many different religious and non religious answers to questions people have about the world they live in.</li> <li>Talk about the difference between knowing and believing.</li> <li>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</li> <li>Use more than one reason to support their view.</li> <li>Recognise that it is difficult to define 'right' 'wrong' 'good' and 'bad'.</li> <li>Recognise some of the similarities and differences between these ideas.</li> </ul>	<p>ISLAM What difference does being a Muslim make to daily life?</p> <p style="text-align: center;"><u>Progression Statement</u></p> <ul style="list-style-type: none"> <li>Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</li> <li>Identify some similarities and differences in how people practise and express beliefs both within and between at least 2 different religions/worldviews.</li> <li>Identify a range of ways in which beliefs can have an impact on a believers daily life, their family, community and society.</li> </ul>

<p style="text-align: center;">Year 4</p>	<p>CHRISTIAN Where do religious beliefs come from?</p> <p style="text-align: center;"><u>Progression Statement</u></p> <ul style="list-style-type: none"> <li>Identify different sources of authority and how they link with beliefs.</li> <li>Give examples of different writings and different ways in which believers interpret sources of authority.</li> <li>Identify events in history and society which have influenced some religious and non religious worldviews.</li> <li>Make clear links between different beliefs being studied within a religion or worldview.</li> <li>Identify some of the similarities and differences between and within religions and worldviews.</li> <li>Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</li> </ul>	<p>HINDU/CHRISTIAN How do religious groups contribute to society and culture?</p> <p style="text-align: center;"><u>Progression Statement</u></p> <ul style="list-style-type: none"> <li>Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</li> <li>Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</li> <li>Describe ways in which beliefs can impact n and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</li> </ul>	<p>MULTI/HUMANIST What does sacrifice mean?</p> <p style="text-align: center;"><u>Progression Statement</u></p> <ul style="list-style-type: none"> <li>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</li> <li>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</li> <li>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</li> <li>Give reasons for more than one point of view, providing pieces of evidence to support these views.</li> <li>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</li> </ul>
<p style="text-align: center;">Year 5</p>	<p>MULTI/HUMANIST Is believing in god reasonable?</p> <p style="text-align: center;"><u>Progression Statement</u></p> <ul style="list-style-type: none"> <li>Explain different philosophical answers to questions about the world around them, including questions relating to the meaning of existence.</li> <li>Explain some of the different ways in which philosophers understand abstract concepts.</li> <li>Explain. using a range of reasons, whether a position or argument is coherent and logical.</li> <li>Link a range of different pieces of evidence together to form a coherent argument.</li> <li>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.</li> </ul>	<p>CHRISTIAN/MUSLIM How has belief in Christianity and Islam impacted on music and art through history?</p> <p style="text-align: center;"><u>Progression Statement</u></p> <ul style="list-style-type: none"> <li>Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.</li> <li>Show an awareness that talking about religion and belief can be complex.</li> <li>Explain some of the varying ways in which religions and beliefs are practised locally/nationally (both within and between religions/worldviews) with reference to at least 2 different religions/worldviews.</li> <li>Explain how beliefs impact on and influence individual lives, communities and society and how individuals communities and society can also shape beliefs.</li> </ul>	<p>HINDU How do Hindus make sense of the world?</p> <p style="text-align: center;"><u>Progression Statement</u></p> <ul style="list-style-type: none"> <li>Describe different sources of authority and how they link with beliefs.</li> <li>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</li> <li>Describe how events in history have influenced some religious and non religious worldviews.</li> <li>Describe the connections between different beliefs being studied and link them to sources of authority.</li> <li>Describe some of the key theological similarities and differences between and within religions and worldviews.</li> <li>Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.</li> </ul>

## HUMANIST/CHRISTIAN

What does it mean to be human? Is being happy the greatest purpose in life?

Progression Statement

- 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 different ways in which philosophers understand abstract concepts,
- Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.
- Use well-chosen pieces of evidence to support and counter a particular argument.
- 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.

## CHRISTIAN

What difference does the resurrection make to Christians?

Progression Statement

- 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 how events in history and society have influenced some religious and non religious worldviews.
- Explain connections between different beliefs being studied and link them to sources of authority using theological terms.
- Explain the key theological similarities and differences between and within religions and worldviews.
- Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others.

## MUSLIM

How do beliefs shape identity for Muslims?

Progression Statement

- Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.
- Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
- Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally both within and between religions and worldviews with reference to at least 2 different religions/worldviews.
- Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society and how individuals, communities and society can shape beliefs.