Sequence of Learning - Religious Education

Objectives – Development Matters

Talk about members of their family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.

ELG- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and-when appropriate-maps. Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. Explore the natural world around them.

Objectives – KS1

Believing Know about and understand a range of religions and world views.

A1.Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Expressing Express ideas and insights about the nature, significance and impact of religions and worldviews.

B1. Ask and respond to questions about individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3.Notice and respond sensitively to some similarities between different religions and worldviews.

Living Gain and deploy the skills needed to engage seriously with religions and worldviews.

C1. 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.

C2. Find out about and respond with ideas to examples of co-operation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Skills

Progress in RE involves the application of general educational skills. Planning should enable pupils to make progress with these skills:
Investigating, Reflecting, Expressing, Interpreting, Empathising, Applying, Discerning, Analysing, Synthesising and Evaluating

	Autumn		Spring		Summer	
Nursery Key concepts	Identity, Individuality, Well being	Belonging, Belief, Patience	Friendship, Tradition	Happiness and Resilience	Beauty and Change	Creativity, Dreams and Strength
Enquiry questions	How are we all special and unique?	How and why do we celebrate different occasions?	Why do we tell stories?	Where are we going and how are we going to get there?	Why are some changes important?	Who can we be today?
Outcomes	All About Me! Who am I? Who is important to me? Who do I care for? What do I like and dislike? What makes me unique? Awe and wonder - Autumn Harvest	Over The Rainbow Diwali, The Christmas Story What happens at a celebration? What is my favourite celebration? How are celebrations similar/ different? Noah's Ark Look at the Bible. Why is it special? Who reads it? Why?	Happy Ever After A – Nursery rhymes/ Billy goats gruff Chinese New Year Valentines / Love Which books are special to me? Listen to stories from different communities. What do they mean to me?	Into the Woods A – Teddy Bears Picnic Growing plants Awe and wonder – plants What do I like in nature? How does nature make me feel? The Easter Story Look at the cross as a symbol for Christians	What a Wonderful world A - Our Ocean Looking after our world Caring for others Showing responsibility How can I care for our world? Other people? Creation story	Fantasy A - Superheroes What is your super power? Exploring feelings and emotions People who help us The Good Samaritan
Reception Key concepts	Identity, Individuality, Well being	Belonging, Belief, Patience	Friendship, Tradition	Happiness and Resilience	Beauty and Change	Creativity, Dreams and Strength
Enquiry questions	How are we all special and unique?	How and why do we celebrate different occasions?	Why do we tell stories?	Where are we going and how are we going to get there?	Why are some changes important?	Who can we be today?
Skills covered	Investigating, Reflecting, Empathising	Investigating, Reflecting, Expressing, Empathising, Synthesising	Investigating, Reflecting, Expressing, Interpreting, Empathising, Synthesising	Investigating, Reflecting, Expressing, Interpreting, Empathising, Synthesising	Investigating, Reflecting, Empathising, Discerning, Synthesising	Investigating, Reflecting, Expressing, Interpreting, Empathising, Applying, Discerning, Synthesising
Outcomes	F1: What stories are special and why? *Christianity, Islam*	F4: Which times are special and why? *Christianity, Hinduism, Judaism,*	F5: Where do we belong? *Christianity, Islam, Hindu*	F2: Which people are special and why? *Christian, Sikhism*	F6: What is special about our world? Christianity, *Islam, Judaism*	F3: Which places are special and why? *Christianity, Islam*

	Compare and contrast characters from stories, including figures from the past. Talk about religious stories Recognise some religious key words, e.g. about God Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Qur'an Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do	*Sukkot, Diwali, Advent, Christmas* Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas, Diwali and Sukkot Say why Christmas, Diwali and Sukkot are special times for believers	Talk about members of their family and community. Recognise that people have different beliefs and celebrate special times in different ways. Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant Baptism Recall simply what happens when a baby is welcomed into Islam	Talk about members of their family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Talk about people who are special to them Say what makes their family and friends special to them Identify some of the qualities of a good friend Recall and talk about stories of Jesus as a friend to others Recall a story about a special person in Sikhism and talk about what can be learnt from it	*(Hinduism, Sikhism- Cultural week)* Explore the natural world around them. Recognise some environments that are different to the one in which they live. Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Re-tell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings Express ideas about how to look after animals and plants Talk about what people do to mess up the world and what they do to look after it	Understand that some places are special to their community. Talk about someone who is special to themselves, saying why Be aware that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Identify some features of sacred places Recognise a place of worship-Church and Mosque Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
Year 1 Key concepts	**What does it mean to be part of a community?**	**What does it mean to be part of a community?**	**Are we all the same?**	**Are we all the same?**	**Are animals important?**	**Are animals important?**
Enquiry questions	**Community, Individuality, Pride, Caring, Change**	**Community, Individuality, Pride, Caring, Change**	**Belonging, Care, Ambition, Diversity, Change**	**Belonging, Care, Ambition, Diversity, Change**	**Care, Change, Compassion**	**Care, Change, Compassion**
Skills covered	**Investigating, Reflecting, Interpreting, Empathising**	**Investigating, Reflecting, Interpreting, Empathising**	**Investigating, Reflecting, Expressing, Interpreting,**	**Investigating, Reflecting, Expressing, Interpreting,**	**Investigating, Reflecting, Expressing, Empathising, Applying, Discerning,**	**Investigating, Reflecting, Expressing, Empathising, Applying,**

	Applying, Discerning, Synthesising	**Applying, Discerning, Synthesising**	**Applying, Analysing, Synthesising**	**Applying, Analysing, Synthesising**	**Analysing, Synthesising, Evaluating**	**Discerning, Analysing, Synthesising, Evaluating**
Outcomes	1.1 Who is a Christian and what do they believe? (Part 1) *Christianity* Talk about the fact that Christians believe in God and follow the example of Jesus (A1) Talk about some simple ideas about Christian beliefs about God and Jesus (A1) Recognise some simple symbols and images used to express ideas about God (A3)	1.1 Who is a Christian and what do they believe? (Part 1) (Don't do Jonah) (Finish on pg. 10) Retell a story that shows what Christians might think about God in words, drama and pictures, suggesting what it means (A2) Ask some questions about believing in God and offer some ideas of their own (C1)	1.7 What does it mean to belong to a faith community? *Christianity, Islam, Judaism* Talk about what is special and of value about belonging to a group that is important to them (B2) Show an awareness that some people belong to different religions (B1) Recognise and name some symbols of belonging from their own experience, for Christians, Muslims and Jews, suggesting what these might mean and why they matter to believers (A3) Give an account of what happens at a traditional Christian infant Baptism and suggest what the actions and symbols mean (A1) Identify two ways people show they belong to each other when they get married (A1) Respond to examples of co-operation between different people (C2)	1.6 How and why do we celebrate special and sacred times? (Part 1) *Christianity-Easter* Identify a special time they celebrate and explain simply what celebration means (A1) Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1) Retell stories connected with Easter and a festival in another religion (A1) and say why these are important to believers (A2) Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied and say why they matter to believers (C1) Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2) Ask questions and suggest answers about stories to do with Easter (B1)	1.5 What makes some places sacred? *Christianity, Islam, Judaism* Recognise that there are special places where people go to worship, and talk about what people do there (A1) Identify at least three objects used in worship in at least two religions (A3) Ask good questions during a school visit about what happens in a church (B1)	1.5 What makes some places sacred? *Christianity, Islam, Judaism* Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3) Talk about ways in which stories, objects, symbols and actions used in churches and mosques (synagogues if time) show what people believe (B2)
Year 2 Key concepts	**Ambition, Determination, Choice**	**Ambition, Determination, Choice**	**Inspiration, Courage, Consequences**	**Inspiration, Courage, Consequences**	**Diversity, Fairness, Pride**	**Diversity, Fairness, Pride**

Enquiry questions	**Can one person make a difference?**	**Can one person make a difference?**	**Who inspires you? Why?**	**Who inspires you? Why?**	**Are all children around the world treated equally?**	**Are all children around the world treated equally?**
Skills covered	Investigating, Expressing, Interpreting, Applying, Analysing	Investigating, Expressing, Interpreting, Applying, Analysing	Investigating, Expressing, Interpreting, Empathising Applying, Analysing	Investigating, Expressing, Interpreting, Empathising, Applying, Analysing, Synthesising	**Reflecting, Interpreting, Applying, Discerning, Analysing, Synthesising, Evaluating**	**Reflecting, Interpreting, Applying, Discerning, Analysing, Synthesising, Evaluating**
Outcomes	1.2 Who is a Muslim and what do they believe? *Islam* Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah (A1) Retell a story about the life of the Prophet Muhammad (A2) Find out about and respond with ideas to examples of cooperation between people who are different (C2)	1.2 Who is a Muslim and what do they believe? *Islam* Recognise some objects used by Muslims and suggest why they are important (A2) Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)	1.1 Who is a Christian and what do they believe? (Part 2) (Start on pg. 11) Why is Jesus important to Christians? *Christianity* Talk about some simple ideas about Christian beliefs about God and Jesus (A1) Talk about issues of good and bad, right and wrong arising from the stories (C3) Retell a story that shows what Christians might think about God, in words, drama, and pictures, suggesting what it means (A2)	1.6 How and why do we celebrate special and sacred times? (Part 2) *Judaism/Passover* *Islam/ Id-ul-Fitr and Ramadan* Identify some ways Passover (Pesach) and Eid-ul-Fitr are celebrated(A1) Retell the story connected with Passover and say why it is important to believers (A2) Ask questions and suggest answers about the Passover story (B1) Collect examples of what people do, give, sing, remember or think about at Passover and Eid-ul-Fitr (C1)	1.4 What can we learn from sacred books? Christianity, *Islam, Judaism* Independently give reasons why a holy book is considered to be 'holy' (A2) Retell The Lost Sheep; suggest the meanings of this story (A2) Ask and suggest answers to questions arising from The Lost Sheep (C1) Recognise that sacred texts contain teachings which are special to many people (B3) Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2) Talk about issues of good, bad, right and wrong arising from the teachings (C3) Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3)	1.8 How should we care for others and the world and why does it matter? *Christianity, Judaism* Retell Bible stories and stories from another faith about caring for others and the world (A2) Identify ways that some people make a response to God by caring for others and the world (B1) Talk about issues of good and bad, right and wrong arising from the stories (C3) Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1)

					Retell the story of the Exodus (A2) Talk about issues of good and bad, right and wrong arising from the story of The Ten Commandments (C3) Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2) Retell Jonah, a story from the Bible and other Holy Texts; suggest the meaning of this story (A2) Notice and respond sensitively to how people from different faiths still tell the story of Jonah today (B3) Suggest answers to questions arising from the story of Jonah (C1)	