



RE Learning Sequence

| Curriculum Aim | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>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.</p> | <p>Range 5 -Enjoys joining in with family customs and routines</p> <p>Range 6 -Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>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.</p> | <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.</p> | <p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> | <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God.</p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday.</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p> | <p>Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> | <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p> | <p>Outline Christian, Hindu and/or non-religious beliefs about life after death.</p> <p>Describe and make connections between examples of religious creativity (buildings and art).</p> <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> |
| <p>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.</p> | | <p>Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world.</p> | <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p>Re-tell a story about the life of the Prophet Muhammad.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might</p> | <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs.</p> | <p>Describe the practice of prayer in the religions studied.</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p> | <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Outline Jesus' teaching on how his followers should live.</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God</p> | |

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| | | | think about God, suggesting what it means. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. | | | and the Prophet Muhammad. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. | |
| Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. | | | Talk about how the mezuzah in the home reminds Jewish people about God. 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. | Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. | Make connections between what people believe about prayer and what they do when they pray. Identify similarities and differences in the way festivals are celebrated within and between religions. | Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Make connections between how believers feel about places of worship in different traditions. | |
| Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. | Range 5 Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers | Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. Identify ways that some people make a response to God by caring for others and the world. | Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. Ask good questions during a school visit about what happens in a church, synagogue or mosque. | Identify how and say why it makes a difference in people's lives to believe in God. Give examples of how and suggest reasons why Christians use the Bible today. Identify the most important parts of Easter for Christians and say why they are important. | Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). Give examples of ways in which some inspirational people have been guided by their religion. | Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Explain the impact Jesus' example and teachings might have on Christians today. Describe and reflect on the significance of the Holy Qur'an to Muslims. | |
| Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. | Range 5 Enjoys a sense of belonging through being involved in daily tasks. Range 6 Recognise that they belong to different communities and social groups and communicates freely | | Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. | Suggest why having a faith or belief in something can be hard. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. | Describe ways in which prayer can comfort and challenge believers. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. | Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Give examples of how places of worship | Express ideas about how and why religion can help believers when times are hard, giving examples. Explain some similarities and differences between beliefs about life after death. Suggest reasons why some believers see generosity and charity as more important than buildings and art. |

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| | <p>about own home and community</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p> | | | | | <p>support believers in difficult times, explaining why this matters to believers.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> | <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p> |
| <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> | | | <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> | | <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> | <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Describe some Christian and Humanist values simply.</p> | <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> |
| <p>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.</p> | | <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p> | <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.</p> | <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> | <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> | <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p> | <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p> |
| <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> | | <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p> | | <p>Respond to examples of co-operation between different people.</p> | <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> | | <p>Apply ideas about values and from scriptures to an enquiry question.</p> |
| <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | <p>Range 6</p> <p>Is aware of behavioural expectations and sensitive.</p> <p>ELG</p> | <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> | <p>Talk about issues of good and bad, right and wrong arising from stories.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> | <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p> | <p>Discuss their own and others' ideas about how people decide right and wrong.</p> | <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Express their own ideas about some big moral</p> | |

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| | Explain the reasons for rules, know right from wrong and try to behave accordingly. | | | | | concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. | |
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