



RE Learning Sequence

	Autumn 1	Autumn 2 (+ Christmas theme)	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>EYFS - Reception Fed through all terms: F1: Which stories are special and why? (Believing) F2: Which people are special and why? (Believing)</p>	<p>F1: Which stories are special and why? (Believing)- e.g. Noah's Ark F2: Which people are special and why? (Believing)</p>	<p>F1: Which stories are special and why? (Believing)- Diwali F2: Which people are special and why? – Christmas Story (Believing) F4: What times are special and why? - Diwali (Expressing)</p>	<p>F2: Which people are special and why? – Grandparents Day F5: Being special: where do we belong? (Living)- Christmas recap & other religious events.</p>	<p>F1: Which stories are special and why? (Believing)- e.g. Noah's Ark F2: Which people are special and why? (Believing) F3: What places are special and why? (Expressing)- Church visit</p>	<p>F6: What is special about our world? (Living)- link to science (minibeasts & season change)</p>
Year 1	<p>What does it mean to belong?</p> <p>1.7 What does it mean to belong to a faith community? – Christians, Muslims and/or Jewish people. (Living)</p>	<p>Sharing special times together</p> <p>1.6. How and why do we celebrate special and sacred time? – Christians, Muslims and/or Jewish people. (Expressing)</p>	<p>Why, how and where do people worship?</p> <p>1.5 What makes some places sacred? – Christians, Muslims and/or Jewish people. (Expressing)</p>	<p>Who is special?</p> <p>1.8. How should we care for others and the world, and why does it matter? – Christians, Muslims and/or Jewish people. (Living)</p>	<p>What makes a book special?</p> <p>1.4 What can we learn from sacred books? – Christians, Muslims and/or Jewish people. (Believing)</p>	<p>Who cares about the world? Environmental responsibilities</p> <p>1.8 How should we care for others and the world, and why does it matter? – Christians, Muslims and/or Jewish people. (Living)</p>

<p>Year 2</p>	<p>Religious teachers: What do we know about Jesus? 1.1: Who is a Christian and what do they believe? (Believing)</p> <ul style="list-style-type: none"> • Important stories in their own life • Jesus as a story teller looking at his stories • Stories from the Prophet Muhammad (PBUH) • Tales of Guru Nanak • Compare the stories for similar morals and teachings. 	<p>Celebrations: Light and Darkness 1.2: Who is a Muslim and what do they believe? (Believing)</p> <p>1.3: Who is Jewish and what do they believe</p> <ul style="list-style-type: none"> • Exploration of Guy Fawkes • How the dark makes you feel and emotions • Symbolism of dark and light. • Explore celebrations of light over darkness. • Advent • Hanukkah 	<p>Special places 1.5 What makes some places sacred? – Christians, Muslims and/or Jewish people. (Expressing)</p> <ul style="list-style-type: none"> • Special towns and places in local area • Name some of the special things I have seen in the church and explain what they are used for. • Recognise places, locally, nationally and internationally , are special places for Christians • Places of Worship for Hindus. 	<p>Why do we care about others? 1.8 How should we care for others and the world, and why does it matter? – Christians, Muslims and/or Jewish people. (Living)</p> <ul style="list-style-type: none"> • Charities and events in school • The five pillars of Islam • Explore what fairness is • Why are people in need • How can we help 	<p>Why do stories matter 1.4 What can we learn from sacred books? – Christians, Muslims and/or Jewish people. (Believing)</p> <ul style="list-style-type: none"> • Judaism and Christianity focus • Parables • Joseph and his dream coat moral and bullying • Importance of stories for children 	<p>Who Am I? Where Do I Fit in? What Is My Place In The World? 1.7 What does it mean to belong to a faith community? – Christians, Muslims and/or Jewish people. (Living)</p> <ul style="list-style-type: none"> • Creation story from different religions • Philosophy for children looking at different circumstances. • What makes you special?
<p>Year 3</p>	<p>Beliefs in action in the world: People of Faith 2.1 what do different people believe about god (believing)</p>	<p>Celebrations: Waiting and Preparing L2.5 Key question why are festivals important to religious communities</p>	<p>How Important Can a Book Be? L2.2 Why is the bible so important to Christians today (believing)</p>	<p>What Does it Mean? Signs and Symbols. L2.7 What does it mean to be a Hindu today (living)</p>	<p>What Makes a Story Religious? L2.2 Why is the bible so important to Christians today (believing)</p>	<p>Three People Who Changed the World L2.7 What does it mean to be a Christian today (living)</p>

	<p>Christian Hindu and or Muslims</p> <ul style="list-style-type: none"> • What is faith? • What does it mean to have faith? Some inspirational people. • How is Jesus a model for Christians? 	<p>(expressing) Christian Hindus Judaism/ Muslim</p> <ul style="list-style-type: none"> • What is the purpose of religious and secular celebrations? • How do believers prepare to celebrate important festivals? <p>Christmas: waiting for the birth of Jesus. Explore waiting from the perspectives of Mary, Joseph, Elisabeth and Zachariah.</p>	<ul style="list-style-type: none"> • What are sacred texts and why do religions have them? • How are they different from other books? • Where do they come from? • What is in them? <p>Christianity and Judaism</p>	<ul style="list-style-type: none"> • Exploring and developing vocabulary related to religious practice. • Beginning to identify and interpret symbols in religions. • An opportunity to introduce the six major religions. 	<ul style="list-style-type: none"> • Are religious stories different from secular stories? How/why? • Explore and compare stories from Christianity (include the Easter story) and Hinduism. 	<ul style="list-style-type: none"> • Focus on the lives of Jesus, Muhammad and the Buddha. • Identify and compare their characteristics • Do such people exist today?
Year 4	<p>What is Worship? L2.4 Why do people pray (expressing) Christians, Hindus or Muslim</p> <ul style="list-style-type: none"> • How, where, why do people worship? • Exploring places of 	<p>Where Are We Going? Journeys L2.6 Why do some people think that life is like a journey and what significant experiences mark this. (expressing) Christians, Hindus, Judasim, Non-religious responses (humanists)</p>	<p>What Makes a Book Holy? L2.3 Why is Jesus inspiring to some people (believing)</p> <ul style="list-style-type: none"> • How do Holy Books reveal God for believers? • What do sacred texts and other 	<p>What's Right and What's Wrong? L2.9 what can we learn from religions ab out deciding what is right and wrong (living) Christian, jewish people and non-religious responses. E.g. humanists</p>	<p>Thinking About God L2.8 what does it mean to be a Hindu in Britain today (living)</p> <ul style="list-style-type: none"> • What do people mean by 'God'? • Exploring a range of views and beliefs: One God? 	<p>RE – on – Sea: Looking for Religion in our Community L2.5 why are festival important to religious communities (expressing) Christians hindus, and or Muslims and or Jewish people</p> <ul style="list-style-type: none"> • A research focused

	worship in the local area.	<ul style="list-style-type: none"> Children's own experiences of journeys. Pilgrimages, how are these different from other journeys? Where are we going in our own lives? <p>Christmas: Christmas explored through the theme of journeys.</p>	<p>sources say about God, the world and human life?</p> <ul style="list-style-type: none"> Focus on holy books in Christianity and the faiths studied to discover what is in them and how members of that religion use them. 	<ul style="list-style-type: none"> What are moral values? Where do we find our values to live by? Focus on rules for living in the faiths studied. 	<p>Many gods? No God?</p>	<p>activity building on previous learning in RE and drawing on the local area.</p>
Year 5	<p>Religion and the Individual: What Does it Mean to Have Faith? U2.4 If god is everywhere, why a place of worship (expressing) Christian Hindus go and or Jewish people.</p> <ul style="list-style-type: none"> What is religious experience? How do individuals experience their faith? 	<p>Experiences of God U2.1 why do some people god exists. Christians and non-religious groups humanist (believing) Christmas: Understanding the incarnation – exploring the belief that God came into the world as a human baby.</p> <ul style="list-style-type: none"> Revelation – Exploring the Concept of God in the Religions Studied 	<p>Religious Expression: Spiritual Values U2.6 What does it mean to be a Muslim today (living)</p> <ul style="list-style-type: none"> What is spirituality? What are spiritual values? Exploring the importance of values, e.g. respect, love, compassion, in the faiths studied. 	<p>Follow the Leader? Religious Authority and Leadership U2.2 what would Jesus do. Can we live by the values of Jesus in the 21st century? (believing)</p> <ul style="list-style-type: none"> What makes a good leader? Why? Where does a leader's authority come from? Why are sacred writings important? 	<p>The Journey of Life and Death U2.3 What do religions say to us when live gets hard. (believing) Christians, Hindus and non-religious.</p> <ul style="list-style-type: none"> Rites of passage in the faiths studied. 	<p>Who Owns the World? Religion and the Environment U2.8 what difference does it make to believe in ahimsa (harmlessness, grace and or Ummah) (community?) (living) Christian, and or Muslims.</p> <ul style="list-style-type: none"> How did the world begin? Creation stories in the faith studied and the ethical

	<ul style="list-style-type: none"> Talking to God: what is prayer? What is the place of prayer in Christianity and the religions studied? 			<ul style="list-style-type: none"> Can a book be the leader? Examples from Christianity, the faiths studied, secular examples. 		<p>questions they raise.</p>
Year 6	<p>Are There More Questions Than Answers?</p> <p>U2.1 Why do some people think god exists (believing)</p> <p>Christians and non-religious eg humanists</p> <ul style="list-style-type: none"> What questions can be/are answered by religion? Pupils reflect on their own responses to questions of meaning and purpose. 	<p>Beliefs in Action in the World</p> <p>U2.8 what difference does it make to believe in ahimsa (harmlessness, grace and or Ummah) (community?) (living)</p> <p>Christian, and or Muslims.</p> <ul style="list-style-type: none"> How does religious belief shape or influence the way people act in the wider world? Religion and global issues. Human rights. <p>Christmas: Focus on homelessness and the</p>	<p>Beliefs in Action in the World: Human Rights</p> <p>U2.7 What matters most to Christians and humanists (living)</p> <ul style="list-style-type: none"> How do members of the religions studied respond to human rights issues? 	<p>How is Faith Expressed Through the Arts?</p> <p>U2.5 Is it better to express your believes in art and architecture or in charity and geneoristy? (expressing)</p> <p>Christian, Muslims, and non-religious.</p> <ul style="list-style-type: none"> Link with the Spirited Arts Project to explore how the creative and expressive arts are used to express and communicate spiritual ideas and feelings in a range of faiths. 		

		work of charities such as Crisis at Christmas.		
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