



**Learning
Sequence for
Religious
Education**

Knowing about and understanding religions and worldviews (Believing strand)

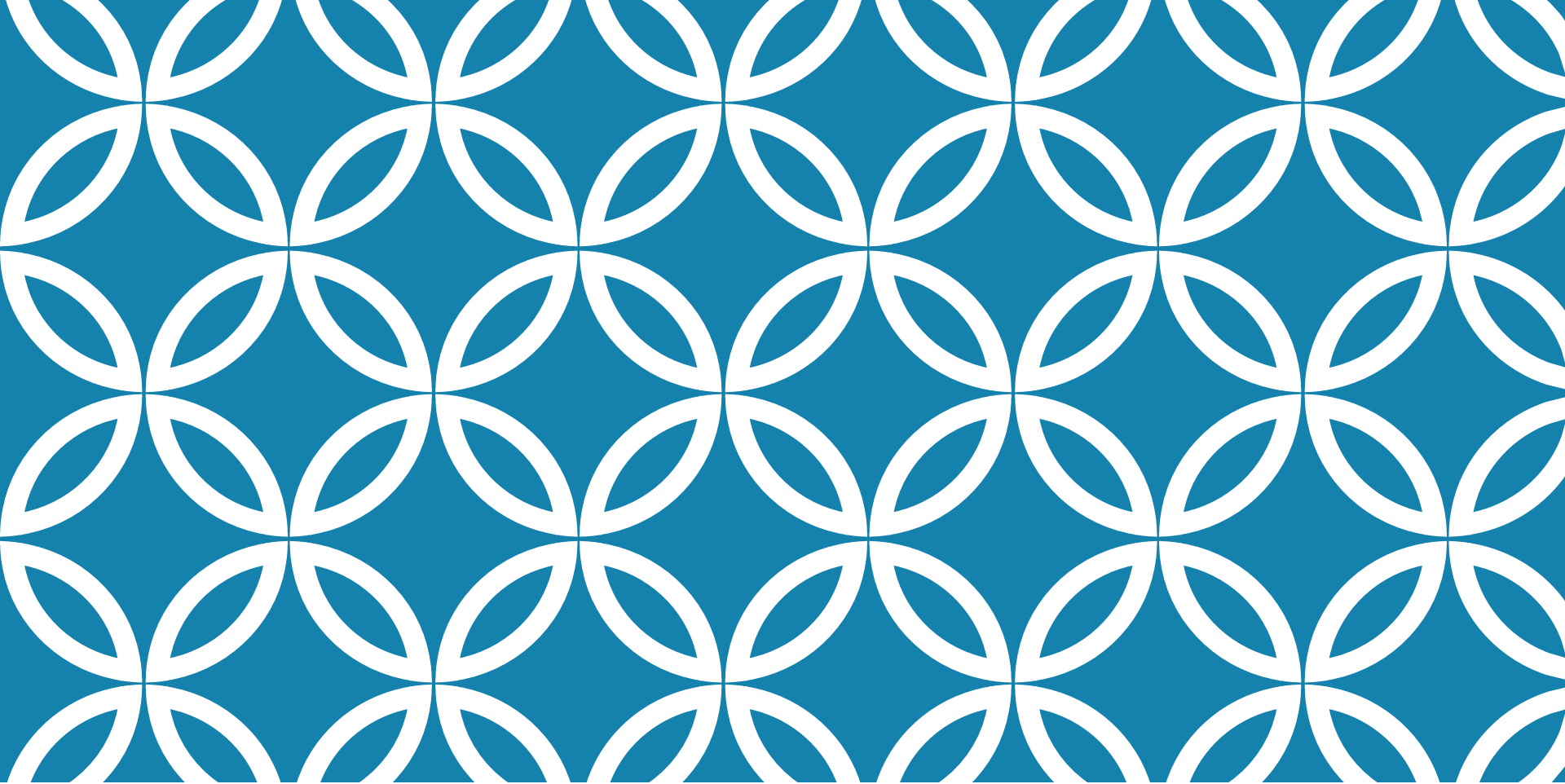
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify a special time they celebrate and what celebration means.	Retell some stories behind festivals.	Retell stories linked to festivals and say why they are important to believers.	Make connections between stories, symbols and beliefs and what happens in at least two festivals.	Give simple definitions of some key terms to do with life after death such as salvation, heaven, reincarnation.	Outline religious and/or non-religious beliefs about life after death.
Recognise some symbols and images used to express ideas.	Retell stories about care for the world.	Recall and name some of the ways religions mark milestones of commitment.	Identify similarities and differences in the way festivals are celebrated within and between religions	Describe what Ahimsa, Grace and Ummah mean to religious people.	Describe and make connections between examples of religious creativity.
Recognise that there are special places where people go to worship and talk about what people do there.	Recognise religious objects and suggest why they are important and how they are used.	Retell and suggest the meanings of stories from sacred texts about people who encountered God.	Suggest why some people see life as a journey and identify some of the key milestones on this journey.		Describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil.
Talk about a belief in God for some communities.	Retell religious stories from more than one faith and explain what they mean.	Recall and name some stories from sacred texts that inspire.	Describe what happens in ceremonies of commitment and say what these rituals mean.		Make connections between the key functions of a religious building and the beliefs of the religious community.
Talk about some of the stories that are used in religious contexts and why people still read them.	Make simple links between belief and practice.	Describe what some believers say or do as they pray.	Describe some of the ways religious groups describe God.		Make connections between the beliefs and behaviour in different religions.
Identify at least three objects used in worship in two religions.	Make links between the messages within sacred texts and the way people live.		Make connections between stories within a sacred text.		
Talk about ways in which religious figures are special.			Give simple definitions of some key religious terminology such as gospel, incarnation and salvation.		
Recognise that some people believe God created the world so we should look after it.			Describe the practise of prayer.		
			Make connections between stories about temptation and why people can find it difficult to be good.		

Expressing and communicating ideas relating to religions and worldviews (Expressing strand)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise ways that people treat their sacred books.</p> <p>Talk about how religions teach people that they are valuable, giving simple examples.</p> <p>Talk about what is special and of value about belonging to a group that is important to them.</p> <p>Show an awareness that some people belong to different religions.</p>	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Identify ways that festivals are marked and identify how this might make people feel.</p> <p>Talk about special religious days and give examples of what might be done to celebrate.</p> <p>Talk about ways in which stories, objects, symbols and actions show what people believe.</p> <p>Ask questions and suggest answers to questions about stories to do with religious festivals.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>Identify beliefs about God.</p> <p>Respond thoughtfully to examples of how praying helps religious believers.</p> <p>Recall and talk about some rules for living in religious traditions</p>	<p>Give examples of how and suggest reasons why religious groups use their sacred text today.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Suggest reasons why marking milestones of life are important to religious communities.</p> <p>Suggest why having faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference to people's lives to believe in God.</p> <p>Describe ways in which prayer can comfort and challenge believers</p> <p>Describe and comment on similarities and differences between how different religions pray.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p>	<p>Identify three reasons why a sacred text is important to a religious group and how it makes a difference to how they live.</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</p>	<p>Offer interpretations of two parables and say what they might teach people about how to live.</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Explain some reasons why groups of people have different ideas about an afterlife.</p> <p>Show an understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Outline the challenges of belonging to a religious community in Britain today</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p>

Gaining and deploying the skills for learning from religions and worldviews (Living strand)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<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 across more than one faith.</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>Talk about issues of good and bad, right and wrong arising from stories.</p> <p>Use creative ways to express their own ideas about the creation story.</p> <p>Respond to examples of cooperation between different people.</p>	<p>Suggest some ideas about good ways to treat others arising from their learning.</p> <p>Find out about at least two teachings from religions about how to live a good life</p>	<p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</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 ideas about how people decide right and wrong.</p>	<p>Discuss their own ideas about the importance of values to live by, comparing them to religious ideas</p>	<p>Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today.</p>



**Overview of learning
sequence for
EYFS**

**RELIGIOUS
EDUCATION**

Long-term overview for RELIGIOUS EDUCATION

YEAR R

R.1 Which stories are special and why?

Talk about some religious stories

Identify a sacred text, i.e. Bible or Qur'an

Recognise some religious words

Identify some of their own feelings

Talk about what Jesus teaches

Long-term overview for RELIGIOUS EDUCATION

YEAR R

R.2 Which people are special and why?

Talk about people who are special to them

Express why their family and friends are special

Identify 'what makes a good friend'

Reflect on 'why they are a good friend'

Recall some of the special people they have heard about in religious stories

Long-term overview for RELIGIOUS EDUCATION

YEAR R

R.3 Which places are special and why?

Talk about places that are special to them

Have awareness that some places are special to different people, e.g. church, mosque,

Talk of the special items found in special places

Know and use appropriate words to capture their thoughts and feelings when visiting special places

Long-term overview for RELIGIOUS EDUCATION

YEAR R

R.4 Which times are special and why?

Know special times associated with different religions, e.g. Christmas and Eid

Recall simple stories connected with Christmas, Easter and Eid

Understand why Christmas, Easter, Eid, etc. are special times

Long-term overview for RELIGIOUS EDUCATION

YEAR R

R.5 Where do we belong?

Make connections between religious stories and their own experiences

Talk about when something has happened to make to them feel special

Recall what happens at a Christian baptism

Recall what happens when a baby is welcomed into other faiths

Long-term overview for RELIGIOUS EDUCATION

YEAR R

R.6 What is special about our world?

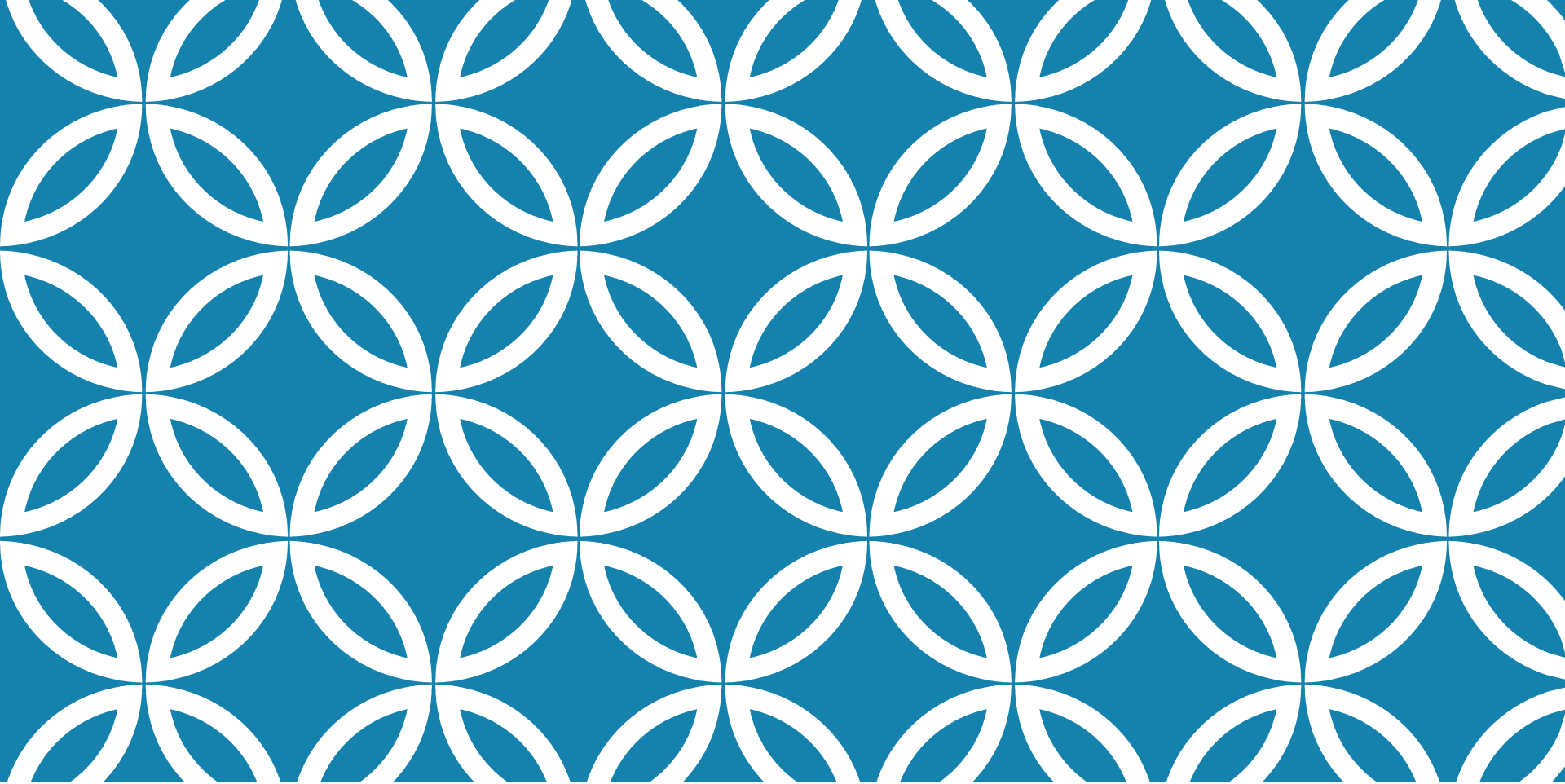
Talk about things they find interesting, puzzling or wonderful

Link stories with issues they face in the real world

Think about the wonders of the natural world

Know why it is important to look after animals and plants

Talk about what people do to mess up the world and what we should do to look after it



**Overview of learning
sequence for
Key Stage 1**

**RELIGIOUS
EDUCATION**

Long-term overview for RELIGIOUS EDUCATION

YEAR 1

1.1 Who is a Christian and what do they believe?

Know how Christians view God

Know several stories from the Bible (old and new testament)

Know about symbols of Christianity and explore Christianity through art and music

Know how Christians pray and give thanks

Know how people express their belief in God and offer their own opinion

Long-term overview for RELIGIOUS EDUCATION

YEAR 2

1.2 Who is a Muslim and what do they believe?

Know how Muslims view
God (Allah)

Know several stories from
the Holy Qur'an

Know which objects are
most precious to Muslims
and why

Know what Ramadan is
and why Muslims
celebrate Eid-ul-Fitr

Know stories about the
Prophet Muhammad

Long-term overview for RELIGIOUS EDUCATION

YEAR 2

1.3 Who is Jewish and what do they believe?

Know how Jewish people express their belief in God

Know the stories associated with the festivals of Sukkot, Chanukah and Pesach

Know which precious items Jewish people have in their homes, e.g., mezuzah

Know why Shabbat is a special day for Jewish people

Use artefacts, photographs and story telling to explore questions about Jewish life

Long-term overview for RELIGIOUS EDUCATION

YEAR 2

1.4 What can we learn from sacred books?

Know how sacred texts should be treated with respect

Know the about stories that Jesus told about God

Explore stories about Prophet Muhammad

Explore stories from the Jewish text, the Tenakh

Know about stories that occurs in more than one sacred texts

Long-term overview for RELIGIOUS EDUCATION

YEAR 1

1.5 What makes some places sacred?

Know why a church is sacred to Christians

Know why a mosque is sacred to Muslims

Know about the main features of a Church

Know about the main features of a Mosque

Know how certain music is used in worship

Long-term overview for RELIGIOUS EDUCATION

YEAR 1

1.6 How and why do we celebrate special Christian events?

Consider the importance of celebration and remembrance in children's own lives

Know which festivals are important to Christians

Know why these festivals are important to Christians

Know about the special stories associated with Christianity

Compare the importance of light in different festivals

Long-term overview for RELIGIOUS EDUCATION

YEAR 2

1.6i How and why do we celebrate special Muslim events?

Consider the importance of celebration and remembrance in children's own lives

Know which festivals are important to Muslims

Know why these festivals are important to Muslims

Know about the special stories associated with Islam

Find out what happens in Muslim households during Eid-ul-Fitr

Long-term overview for RELIGIOUS EDUCATION

YEAR 2

1.6ii How and why do we celebrate special Jewish events?

Consider the importance of celebration and remembrance in children's own lives

Know which festivals are important to Jewish people

Know why these festivals are important to Jewish people

Know about the special stories associated with The Jewish religion

Find out the significance of Jewish rituals and practices during each festival

Long-term overview for RELIGIOUS EDUCATION

YEAR 1

1.7 What does it mean to belong to a faith community?

Know what it means to belong to different groups (outside religion)

Know about the symbols of belonging to at least two religions

Know what happens at a Christening or baptism

Know about what happens at a marriage

Know why some people do not belong to any religion

Long-term overview for RELIGIOUS EDUCATION

YEAR 2

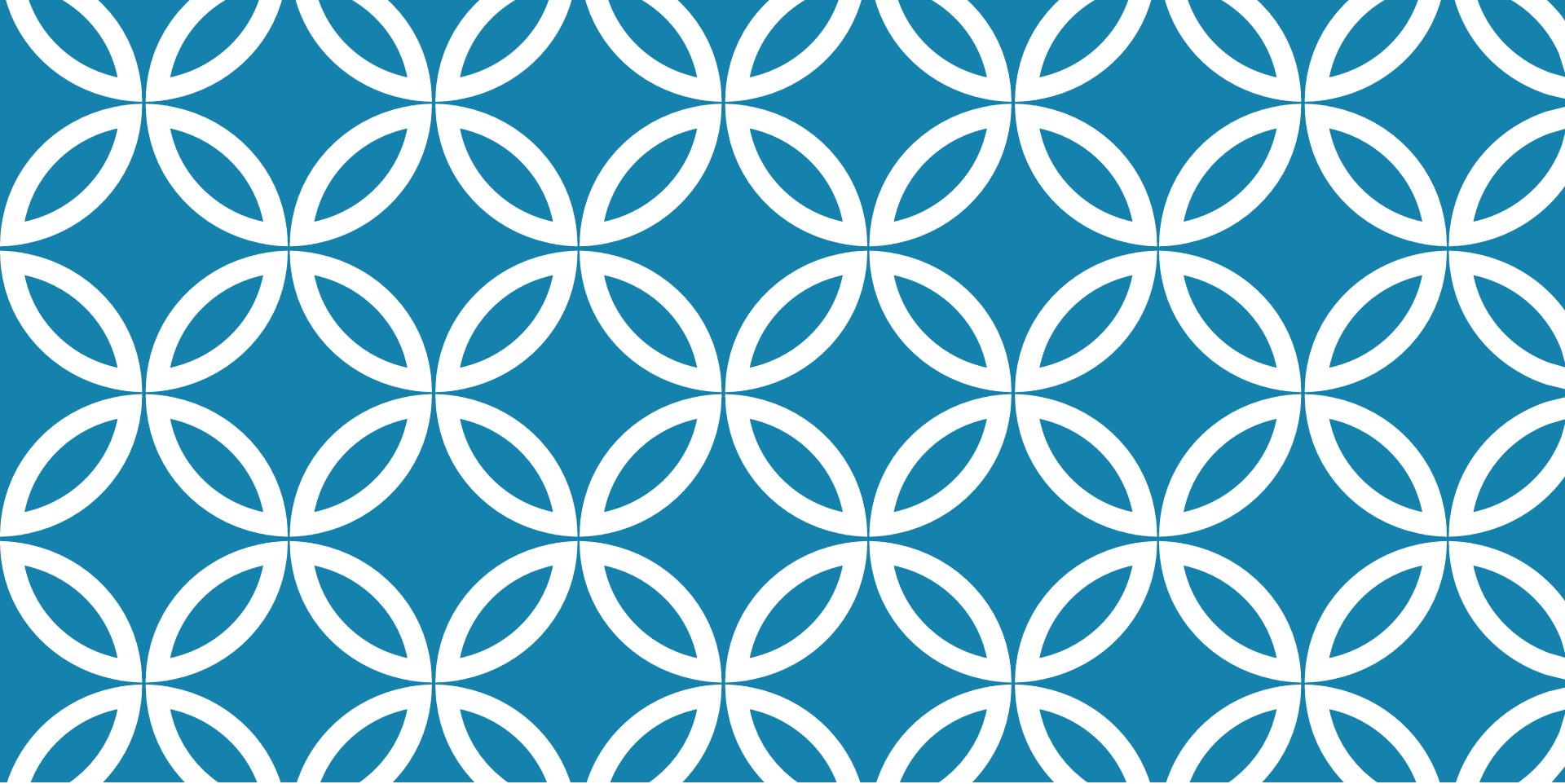
1.8 How should we care for others and the world, and why does it matter?

Know about some famous people who have cared for others

Know about right from wrong and good and bad as it relates to different stories

Know what is meant by the 'Golden Rule'

Know about their responsibility to care for the world



**Overview of learning
sequence for
Lower Key Stage 2**

**RELIGIOUS
EDUCATION**

Long-term overview for RELIGIOUS EDUCATION

YEAR 3

L2.1 What do different people believe about God?

Know about the ways
Christians and Muslims
describe God

Begin to ask questions
and express their own
thoughts about God

Know that it is not always
easy to have a faith or
believe in something

Know how stories play an
important part in helping
people believe in God

Examine similarities and
differences in Christians
and Muslims views of
God

Long-term overview for RELIGIOUS EDUCATION

YEAR 3

L2.2 Why is the Bible important for Christians today?

Know about the connections between Bible stories and Christian belief

Understand why Christians use the Bible

Consider which stories from the Bible are special and why

Understand why temptation can lead to people doing the wrong thing

Use expression through art, music and dance to capture what God is like

Long-term overview for RELIGIOUS EDUCATION

YEAR 4

L2.3 Why is Jesus inspiring to some people?

Explore what makes a person inspirational

Know what the characteristics of a good role model are

Know what the teachings of Jesus are

Know how important holy week and the celebration of Easter is to Christians

Know the following key Christian terms; gospel, incarnation and salvation

Long-term overview for RELIGIOUS EDUCATION

YEAR 3

L2.4 Why do people pray?

Understand the practise of prayer in different religions

Understand how prayer can comfort and challenge believers

Know why some people would consider it more important to be kind than pray

Describe the main similarities and differences between the way Christians and Muslims pray

Explore if it is necessary to go to a special place to pray

Long-term overview for RELIGIOUS EDUCATION

YEAR 3

L2.5 Why are festivals important to religious communities?

Recognise what they do to celebrate significant events or people in their own lives

Link stories, symbols and beliefs to different festivals

Know what matters most to believers in Christian and Muslim festivals

Describe the main similarities and differences between Christian and Muslim festivals

Consider if festivals are worth celebrating and consider some non religious festivals alongside religious ones

Long-term overview for RELIGIOUS EDUCATION

YEAR 4

L2.6 Why do some people think that life is a journey? What significant experiences mark this?

Consider milestones in their life to date and what other significant ones lay ahead

Describe what happens in Christian, Muslim and Hindu ceremonies of commitment

Understand what these different rituals mean

Understanding why marking these different milestones are important to Christians and Hindus

Explain similarities and differences between ceremonies of commitment

Long-term overview for RELIGIOUS EDUCATION

YEAR 3

L2.7 What does it mean to be a Christian in Britain today?

Explore how Christians show their faith within their families

Understand how Christians show their faith within church communities

Give two reasons why being a Christian is a good thing

Provide a reason why being a Christian may sometimes be difficult in today's society

Understand why it is important that Christians help others

Long-term overview for RELIGIOUS EDUCATION

YEAR 4

L2.8 What does it mean to be a Hindu in Britain today?

Explore how Hindus show their faith within their families

Understand how Hindus show their faith within a temple

Give two reasons why being a Hindu is a good thing

Provide a reason why being a Hindu may sometimes be difficult in today's society

Understand why it is important that Hindus help others

Long-term overview for RELIGIOUS EDUCATION

YEAR 4

L2.8 What can we learn from religion about deciding what is right and wrong?

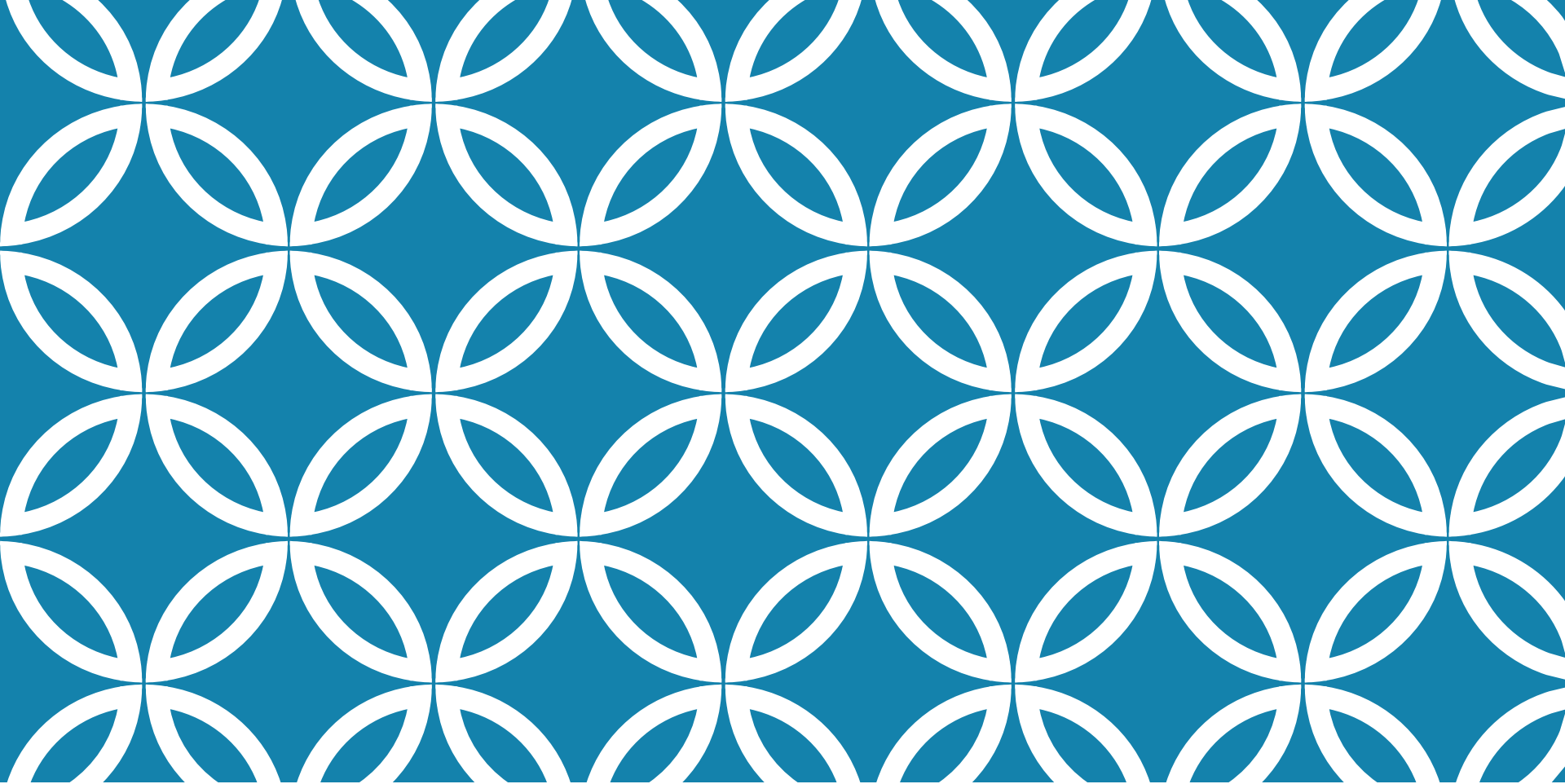
Understand why some people follow rules within their religions

Suggest ways these rules may help believers with difficult decisions

Understand why temptations may make it difficult for people to be good

Consider inspirational people and how they provide guidance

Discuss their own and others' ideas about how people decide right and wrong



**Overview of learning
sequence for
Upper Key Stage 2**

**RELIGIOUS
EDUCATION**

Long-term overview for RELIGIOUS EDUCATION

YEAR 5

U2.1 Why do some people believe that God exists?

Know exactly what a Christian's understanding of what God is

Understand the terms theist, agnostic and atheist

Raise questions about the existence and nature of God

Understanding the impact of believing or not believing in God on someone's life

Know of the benefits and challenges of believing or not believing in God

Long-term overview for RELIGIOUS EDUCATION

YEAR 5

U2.2 What would Jesus do (can we live by the values of Jesus in the 21st century)?

Know about the teaching of Jesus and the guidance provided

Understand what Christians believed Jesus meant by loving others

Understand what Christians believed Jesus meant by forgiveness

Understand what Christians believed Jesus meant by treating others fairly

Understand what Christians believed Jesus meant by handling wealth appropriately

Long-term overview for RELIGIOUS EDUCATION

YEAR 6

U2.3 What do religions say to us when life gets hard?

Raise questions about life, death and suffering and what matters most in life

Recognise the role that religions have in helping people when the going gets tough

Understand what Christians, Hindus and non believers say about life after death

Explain similarities and differences between beliefs about life after death

Understand how different people cope with bereavement

Long-term overview for RELIGIOUS EDUCATION

YEAR 5

U2.4 If God is everywhere, why go to a place of worship?

Recognise the key features of different places of worship (within Christianity, etc.)

Consider the feelings different religions have about places of worship

Recognise the role that places of worship have within different communities

Know who are the important people within different places of worship

Recognise that faith plays an important role for many during difficult times

Long-term overview for RELIGIOUS EDUCATION

YEAR 6

U2.5 Is it better to express your religion in art and architecture or in charity and generosity?

Know some well known art and architecture related to different religions

Know the main differences between Christian and Muslim sacred buildings

Recognise the importance of giving to charity and being generous

Know why Christians and Muslims have a different interpretation of religious art

Know why Christians believe that it is important for churches to be decorative

Long-term overview for RELIGIOUS EDUCATION

YEAR 5

U2.6 What does it mean to be a Muslim in Britain today?

Know about the teachings of Islam

Know about the importance of the five pillars of Islam

Know about the importance of the holy Qur'an

Know what it is to be a Muslim in Britain

Know why Mosques are important to Muslims

Long-term overview for RELIGIOUS EDUCATION

YEAR 6

U2.7 What matters most to Christians and humanists?

Know what is meant by the term 'humanist'

Describe Christian and humanist values simply

Consider the humanist code for living

Know why it might be difficult to live according to Jesus' two rules of love God and love your neighbour

Consider the question: Is peace more valuable than money?

Long-term overview for RELIGIOUS EDUCATION

YEAR 6

U2.8 What difference does it make to be believe in Ahimsa (harmlessness), Grace and Ummah (community)?

Know what harmless means for Hindus

Know about Gandhi and Ahimsa

Know how Christians believe that 'Grace' is loving people unconditionally

Know why Muslims consider it important to visit 'Makkah'

Make links between the three: Ahimsa, Grace and Ummah