



The Sequence of Learning: Religious Education

R.E. is all about encouraging & challenging pupils to think about ideas, express them to others as well as listen to others. It provides pupils with opportunities to explore questions & answers arising from religion & beliefs. It is important that we instill an understanding in pupils that we may all have different beliefs as well as helping them to begin to make sense of their own beliefs. Promoting understanding, respecting and tolerance are three key themes throughout our R.E. curriculum. We take pride in providing pupils with opportunities to visit a range of local places of worship throughout their time at Blean to enhance their learning.

The overall aim of our R.E. curriculum at Blean is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Schools have a statutory duty to teach R.E. with the curriculum being determined by the local Standing Advisory Council on Religious Education (SACRE) which is responsible for producing the locally agreed syllabus for R.E..

AGE RELATED COVERAGE

Early Learning Goal (Discovering)	KEY STAGE ONE (Exploring)	KEY STAGE TWO (Connecting)
<p>People, Culture and Communities: 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>Communication and Language (Listening, Attention and Understanding) Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Personal, Social and Emotional development (Self-Regulation) Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>(Managing Self) Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building Relationships: Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>	<p>Pupils should</p> <ul style="list-style-type: none"> • Develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. • Use basic subject specific vocabulary. • Raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. 	<p>Pupils should</p> <ul style="list-style-type: none"> • Extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. • Be introduced to an extended range of sources and subject specific vocabulary. • Be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. • Learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

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These three **strands** run through the whole curriculum


Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)


Expressing (Religious and spiritual forms of expression; questions about identity and diversity)


Living (Religious practices and ways of living; questions about values and commitments)

	Believing	Expressing	Living	Vocabulary
<p>Foundation for growth</p> 	<p>Which stories are special and why?</p> <ul style="list-style-type: none"> -talk about some religious stories - recognise some religious 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 - talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. <p><i>Noah and the Ark, Christmas nativity story, Creation story, Rama and Sita, Hannukah story</i></p> <p>Which people are special and why?</p> <ul style="list-style-type: none"> -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 - reflect on the question 'Am I a good friend?' -recall and talk about stories of Jesus as a friend -recall stories about special people in other religions and talk about what we can learn from them 	<p>Which places are special and why?</p> <ul style="list-style-type: none"> -talk about somewhere that 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 significant features of sacred places -recognise a place of worship -get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. <p>Which times are special and why?</p> <ul style="list-style-type: none"> -give examples of special occasions and suggest features of a good celebration - recall simple stories connected with Christmas/ Easter and a festival from another faith e.g. Diwali - say why Christmas/Easter and a festival from another faith is a special time for Christians/ members if the other faith <p><i>Diwali, Holi, Christmas, Easter, Hannukah</i></p>	<p>Where do we belong?</p> <ul style="list-style-type: none"> -re-tell 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 and dedication -recall simply what happens when a baby is welcomed into a religion other than Christianity <p>What is special about our world and why?</p> <ul style="list-style-type: none"> -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. <p><i>Links with Science and environmental activities such as forest school, beach clean, looking after our planet, gardening and growing.</i></p>	

<p>Seed 1</p> 	<p>Who is Christian and what do they believe?</p> <ul style="list-style-type: none"> -Talk about some simple ideas about Christian beliefs about God and Jesus. -Re-tell stories that show what Christians might think about God, in words, drama and pictures; pupils suggesting what the story means. - Talk about issues of good and bad, right and wrong arising from the stories. -Ask some questions about believing in God and offer some ideas of their own. 	<p>What makes some places sacred?</p> <ul style="list-style-type: none"> -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. -Talk about ways in which stories, objects, symbols and actions used in churches, mosques and synagogues show what people believe. -Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. -Ask good questions during a school visit about what happens in a church. <p>How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> -Identify some ways Christians celebrate Christmas/Easter. -Re-tell stories connected with Christmas/ Easter and say why these are important to believers. -Ask questions and suggest answers about stories to do with the Christian festivals of Christmas and Easter. - 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>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> -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. -Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. -Identify two ways people show they belong to each other when they get married. -Respond to examples of co-operation between different people. 	
<p>Sprouting seed 2</p> 	<p>Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> -Talk about how the mezuzah in the home reminds Jewish people about God. -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. -Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. 	<p>How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> -Identify some ways Christians celebrate Harvest and some ways a festival is celebrated in another religion. -Re-tell stories connected with Harvest and a festival in another religion and say why these are important to believers. -Ask questions and suggest answers about stories to do with the Christian festival of Harvest and a story from a festival in another religion. 	<p>How should we care for others and the world and why does it matter?</p> <ul style="list-style-type: none"> -Re-tell Bible stories and stories from another faith about caring for others and the world. - Identify ways that some people make a response to God by caring for others and the world. -Talk about issues of good and bad, right and wrong arising from the stories. -Talk about some texts from different religions that promote the 'Golden Rule', and think 	

	<p>-Ask some questions about believing in God and offer some ideas of their own.</p> <p>What can we learn from sacred books?</p> <ul style="list-style-type: none"> -Recognise that sacred texts contain stories which are special to many people and should be treated with respect. -Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. -Ask and suggest answers to questions arising from stories Jesus told and from another religion. -Talk about issues of good and bad, right and wrong arising from the stories. <p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> -Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. - Re-tell a story about the life of the Prophet Muhammad. -Recognise some objects used by Muslims and suggest why they are important. -Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. 	<ul style="list-style-type: none"> - 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>about what would happen if people followed this idea more.</p> <ul style="list-style-type: none"> -Use creative ways to express their own ideas about the creation story and what it says about what God is like. 	
<p>Sprout 3</p> 	<p>What do different people believe about God?</p> <ul style="list-style-type: none"> -Describe some of the ways in which Christians Hindus and/or Muslims describe God. -Ask questions and suggest some of their own responses to ideas about God. -Suggest why having a faith or belief in something can be hard. - Identify how and say why it makes a difference in people's lives to believe in God). <p>Why is the Bible important for Christians today?</p>	<p>Why do people pray?</p> <ul style="list-style-type: none"> -Describe the practice of prayer in the religions studied. -Make connections between what people believe about prayer and what they do when they pray. -Describe ways in which prayer can comfort and challenge believers. -Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. <p>Why are festivals important to religious communities?</p>	<p>What does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> -Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. - Describe some ways in which Christian express their faith through hymns and modern worship songs. - 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. -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. 	

	<ul style="list-style-type: none"> -Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. -Give examples of how and suggest reasons why Christians use the Bible today. -Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. -Discuss their own and others' ideas about why humans do bad things and how people try to put things right. 	<ul style="list-style-type: none"> -Make connections between stories, symbols and beliefs with what happens in at least two festivals. -Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). - Identify similarities and differences in the way festivals are celebrated within and between religions, for example festivals of light. <p><i>Pesach (Judaism) and Eid ul Fitr (Islam) * focus festivals in Year 3*</i></p>	<ul style="list-style-type: none"> 🔍 Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). 🔍 Suggest how and why religious festivals are valuable to many people (B2). 	
<p>Sapling 4</p> 	<p>Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> -Make connections between some of Jesus' teachings and the way Christians live today. -Describe how Christians celebrate Holy Week and Easter Sunday. - Identify the most important parts of Easter for Christians and say why they are important. -Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. 	<p>Why do some people think life is a journey?</p> <ul style="list-style-type: none"> -Suggest why some people see life as a journey and identify some of the key milestones on this journey. -Describe what happens in Christian, and Jewish ceremonies of commitment and say what these rituals mean. - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. -Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. <p>Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> -Make connections between stories, symbols and beliefs with what happens in at least two festivals. -Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). 	<p>What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> -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. -Describe some ways in which Hindus express their faith through puja, aarti and bhajans. -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. - 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>What can we learn from religions about deciding what is right and wrong?</p> <ul style="list-style-type: none"> -Recalling prior learning, give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. -Make connections between stories of temptation and why people can find it difficult to be good. 	

		<p>- Identify similarities and differences in the way festivals are celebrated within and between religions, for example festivals of light.</p> <p><i>Easter, Divali in Hinduism* focus festivals in Year 4*</i></p>	<p>-Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>-Discuss their own and others' ideas about how people decide right and wrong.</p>	
<p>Small tree 5</p> 	<p>What would Jesus do? (Can people live by the values of Jesus in the 21st century?)</p> <ul style="list-style-type: none"> -Outline Jesus' teaching on how his followers should live. -Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. - Explain the impact Jesus' example and teachings might have on Christians today. -Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. <p>Why do some people believe God exists?</p> <ul style="list-style-type: none"> -Outline clearly a Christian understanding of what God is like, using examples and evidence. -Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. -Express thoughtful ideas about the impact of believing or not believing in God on someone's life. -Present different views on why people believe in God or not, including their own ideas. 	<p>If God is everywhere why go to a place of worship?</p> <ul style="list-style-type: none"> -Make connections between how believers feel about places of worship in different traditions. - Select and describe the most important functions of a place of worship for the community. -Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. -Present ideas about the importance of people in a place of worship, rather than the place itself. 	<p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> -Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. -Describe and reflect on the significance of the Holy Qur'an to Muslims. -Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. - Make connections between the key functions of the mosque and the beliefs of Muslims. 	
<p>Mature tree with fruit 6</p>	<p>What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> -Express ideas about how and why religion can help believers when times are hard, giving examples. - Outline Christian, Hindu and/or non-religious beliefs about life after death. -Explain some similarities and differences between beliefs about life after death. 	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> -Describe and make connections between examples of religious creativity (buildings and art). - Show understanding of the value of sacred buildings and art. - Suggest reasons why some believers see generosity & charity as more important than buildings and art. -Apply ideas about values and from scriptures to the title question. 	<p>What matters most to Christians and Humanists?</p> <ul style="list-style-type: none"> -Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. - Describe some Christian and Humanist values simply. -Express their own ideas about some big moral concepts, such as fairness, honesty etc., 	



- Explain some reasons why Christians and Humanists have different ideas about an afterlife.

comparing them with the ideas of others they have studied.

- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.

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

-Make connections between beliefs and behaviour in different religions.

-Make connections between belief in Ahimsa, Grace and Ummah, teachings and sources of wisdom in the three religions.






-Outline the challenges of being a Hindu, Christian or Muslim in Britain today.

-Consider similarities and differences between beliefs and behaviour in different faiths.



The Blean Values: Religious Education



Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
				
<p>Questioning – having the confidence to ask relevant questions to find out about views, beliefs and customs of others</p>	<p>Making links – linking learning between other religions and worldviews and our own experiences</p>	<p>Respect – respecting the views and beliefs of everyone, even if we don't agree</p>	<p>Self confidence – contributing to creating a positive view of yourself</p>	<p>Team work – working together to explore big life questions</p>
<p>Expanding horizons – developing appreciation and understanding of other's religions and customs</p>	<p>Generalisation – identifying similarities and differences</p>	<p>Open mindedness – being open to appreciating similarities and differences between us</p>	<p>Challenge –developing confidence to ask questions which may be challenging and listen to the answers, even if we don't agree</p>	<p>Community links – using members of our school and local community as well as places of worship a learning resources</p>
<p>Exploring the unknown – using learning as an opportunity find out about and gain insight into views and beliefs of others</p>		<p>Tolerance – understanding and respect for others</p>		<p>Communication – talking together and listening to each other to discuss big life questions</p>
		<p>Understanding – developing knowledge of religious and other worldviews</p>		<p>Building cross-cultural bridges – understanding, valuing and appreciating each other</p>

SMSC in RE

Spiritual	Social
<p>Children</p> <ul style="list-style-type: none"> • use religious words and phrases to recognise and name features of religious life and practice. • recall religious stories. • recognise symbols and other verbal and visual forms of religious expression. • suggest meanings for a range of forms of religious expression. • talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others. • express their own and others' views on the challenges of belonging to a religion. 	<p>Children</p> <ul style="list-style-type: none"> • work collaboratively to explore the practices and beliefs of different religions. • ask and respond sensitively to, questions about their own and others' experiences and feelings. • identify and describe the impact religion has on believers' lives. • describe what inspires and influences themselves and others. • express their own and others' views on the challenges of belonging to a religion. • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence.
Moral	Cultural
<p>Children</p> <ul style="list-style-type: none"> • In relation to matters of right and wrong, they recognise their own values and those of others. • make links between values and commitments and their own attitudes and behaviour. • raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. • model positive relationships and interactions (eg fairness, integrity, respect for other people) when exploring other religion. 	<p>Children:</p> <ul style="list-style-type: none"> • ask and respond sensitively to questions about their own and others' experiences. • make links between beliefs and sources, including religious stories and sacred texts. • Identify and describe the impact religion has on believers' lives. • express their own and others' views on the challenges of belonging to a religion. • consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.
British Values	
<ul style="list-style-type: none"> • Pupils will show tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures. • To encourage respect for other people. • Enable pupils to develop their self-knowledge, self-esteem and self-confidence. • To understand that the freedom to choose and hold other faiths and beliefs is protected in law. • Acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. 	

RE Key Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Christianity God creator parent /father Jesus Bible Christian miracle Gospel disciple New Testament Christmas resurrection Bible cross Easter crucifixion Good Friday saint Holy Week holy Last Supper church worship prayer church baptism symbol water candle cross worship Jesus disciple Christ Bible Lord New Testament teacher Gospel God baptism christening wedding marriage community worship clergy</p> <p>Hinduism Brahman Brahma Vishnu Shiva murtis Ganesh Lakshmi Krishna Saraswati Rama Sita Hanuman Ravana Lakshman festival diva celebration rangoli Divali good Holi evil Raksha Bandhan rakhi Om murtis fire light darkness puja ceremony arti lamp prashad bell honey joss sticks aum/om kum kum naming murtis samskar (namkara)</p> <p>Judaism covenant promise land belief obey day of rest authority inspiration belonging goodness beliefs belonging values Sabbath rules history symbolism remembering lifestyle command prayer beliefs values belonging slavery authority freedom inspiration beliefs values belonging holy days celebration participation lifestyle</p>		<p>Christianity trinity creed father son holy spirit incarnation Old Testament New Testament Gospels synoptic epistle scripture psalm forgiveness church cathedral abbey anglican Roman Catholic Baptist methodist non-conformist hymn prayer psalm mass holy communion eucharist sacrament lectern pulpit sermon priest vicar rector minister baptism funeral pilgrim Eucharist chalice Last Supper paten Holy Communion Advent Christmas Lent Easter Ascension Pentecost commitment faith miracle mission parable disciple confirmation baptism faith belief sacrament marriage wedding denominations protestant roman catholic anglican methodist baptist evangelical Pentecostal faith belief commitment catholic</p> <p>Islam Belief Faith Allah Angels Creator Guide Provider Revelation Muhammad Jibril Role model Qur'an Word of God Respect Responsibility Beliefs Action Pilgrimage Sacred Festival Hajj Mosque 5 Pillars Id-ul-Adha Id-ul-Fitr Ka'bah Wudu Shahadah statement of faith Salah Zakah Sawm Hajj Ramadan Makkah Aqiqah ceremony A stage in life Rites of passage Death Shahadah Adhan Star crescent Symbol Arabia Muhammad PbuH = peace be upon him The Night of Power Messenger Revelation Reflection Role model Life-changing experience Islam Muslim Submission Prayer Mosque Imam Worship Respect Qiblah Community Wudu marriage authority wedding belonging imam family responsibility faith commitment action authority obedience belief</p> <p>Judasim ultimate questions beliefs values God as king/creator/ruler inspiration faith authority command belonging community responsibility new year faith holy day community repentance covenant commitment responsibility symbolism faith family history freedom authority slavery one people covenant inspiration law history belonging authority rules commandment commitment prayer values lifestyle faith authority rabbi belonging Ark community scroll Torah yad authority obedience inspiration commitment commandments rules</p>			<p>As Years 3-5 and incl. Sikhism Belief / faith All Pervading Spirit Satnam Waheguru Guru Religious Experience. Reveal Khalsa Amrit Gurdwara Nishan Sahib Takht Langar Granthi Reincarnation Funeral Pyre Cremation Amrit Gurburb Khanda Kesh Kirpan Kara Kangha Kachera Khalsa Sewa Anand Karaj Lavan Equality Mool Mantar</p>

