

RE Sequencing at Osballdwick Primary Academy

RE sequence of Knowledge:

Nursery

Throughout the year, the nursery children will begin to look at and respond to the EYFS (rec) questions:

- Which stories are special and why?
- Which people are special and why?
- Which places are special and why?
- Which times are special and why?
- Where do we belong?
- What is special about our world?

RE in EYFS enables children to develop skills within the prime and specific areas. Particularly, supporting children within the areas of C&L, PSED, UTW and EAD

BELIEVING

Know about differences and similarities between people.

EXPRESSING

Develop their sense of membership of a community.

LIVING

Continue to develop positive attitudes about the differences between people.

Reception

Throughout the year, the children will look at and respond to the EYFS (rec) questions:

- Which stories are special and why?
- Which people are special and why?
- Which places are special and why?
- Which times are special and why?
- Where do we belong?
- What is special about our world?

RE in EYFS enables children to develop skills within the prime and specific areas. Particularly, supporting children within the areas of C&L, PSED, UTW and EAD. Key learning is based around answering the Rec questions in a variety of ways and touches upon the key objectives which are covered more



thoroughly in KS1.

BELIEVING

Talk about different beliefs including festivals and way of life.

EXPRESSING

Show curiosity about what individuals and communities do, and why, developing their sense of membership as part of a community.

LIVING

Show curiosity about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

RE PROGRESSION- Conceptual Knowledge and Understanding

BELIEVING

KS1		LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<p>Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God. Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. Ask some questions about believing in God and offer some ideas of their own <p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan 	<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. Retell a story that shows what Jewish people at the festival of Hanukkah might think about God, suggesting what it means. <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. <p>Who is a Christian and what do they believe?</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. Say why Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day. 	<p>Why is the Bible important for Christians today?</p> <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. <p>What do different people believe about God?</p> <ul style="list-style-type: none"> Describe some of the ways in which 	<p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first 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 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>and celebrate Eid-ul-Fitr and how this might make them feel.</p> <ul style="list-style-type: none"> Find out about and respond with ideas to examples of cooperation between people who are different. 	<ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about Jesus. Retell a story that shows what Christians might think about Jesus, in words, drama and pictures, suggesting what it means. Talk about issues of good and bad, right and wrong arising from the stories about Jesus and told by Jesus. <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 Retell 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>Christians Hindus and/or Muslims describe God.</p> <ul style="list-style-type: none"> 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>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 nonreligious beliefs about life after death. Explain some similarities and differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife. 	
<p>religion, celebration, festival, faith, belief, co-operation,</p>	<p>religion, celebration, festival, faith, belief, sacred</p>	<p>inspiring, religion, miracle, belief, life after death,</p>	<p>worship, creation, salvation</p>	<p>religion, respect, faith, tolerance, values, Golden Rule</p>	<p>religion, respect, faith, tolerance Christianity: Christian,</p>



Christianity: God, Bible Islam: Muslim, Islam, Allah, Prophet, mosque, Qur'an, Ramadan, Eid-ul-Fitr	Christianity: Christmas, Jesus, Bible Islam: Muslim, Islam, Allah, Prophet, Qur'an, Judaism: Jewish, synagogue, Torah, Hanukkah, Judaism, Shabbat	Christian, Easter, Holy Week, Good Friday, Messiah, Gospel, Jesus	Christianity: God, Creator, Jesus, Bible, Gospel, Holy Spirit Islam: Muslim, Islam, Allah, Prophet,	Christianity: Christian, Jesus, Gospel, parable Non-religious worldviews: atheist, agnostic, humanist	Jesus Non-religious worldviews: atheist, agnostic, humanist
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KS1		LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<p>How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas, Harvest, and some ways a festival is celebrated in another religion (Hanukkah) Retell stories connected with Christmas, Harvest and a festival in another religion (Hanukkah) and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (Hanukkah). 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 makes some places sacred?</p>	<p>How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Easter, and some ways a festival is celebrated in another religion Retell stories connected with Easter and a festival in another religion (Ramadan and Eid) and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (Ramadan 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>Why do some people think that life is like a journey? What significant experiences mark this?</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, Jewish, and Hindu 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>How do people from religious and non-religious communities celebrate key festivals?</p> <ul style="list-style-type: none"> Describe how the way some people celebrate festivals might show something about their beliefs Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews Identify why members of the same religious or non-religious worldview might celebrate festivals 	<p>What can be done to reduce racism? Can religion help?</p> <ul style="list-style-type: none"> Describe examples of connections between antiracism and religion Understand the challenges racism presents to human communities and consider different religious responses (B2). Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). 	<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 and charity as more important than buildings and art. Apply ideas about values and from scriptures to the title question.



<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. • Ask good questions during a school visit about what happens in a church, synagogue or mosque. 			<p>differently or for different reasons</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live. <p>Why do people pray?</p> <ul style="list-style-type: none"> • Describe the practice of prayer in Christianity, Hinduism and Islam. • 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 		
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			Christians, Muslims and Hindus pray.		
religion, celebration, festival, symbol, faith, belief, worship Christianity: God, Christmas, Jesus, church, font, Bible Judaism: Jewish, synagogue, Hanukkah	religion, celebration, festival, faith, symbol Christianity: God, Easter, Jesus Islam: Muslim, Islam, Allah, Prophet, Eid, Qur'an	religion, spiritual, commitment, ritual, belief Christian: Christian, Jesus Judaism: Jewish, Judaism, Bar and Bat Mitzvah Hindu: dharma, karma and moksha	festivals, religion, spiritual, prayer, ritual, community, worship, belief Christian: church, Jesus Islam: Muslim, Islam, Allah, Prophet, mosque Hindu: mandir, murtis, gods, goddesses Non-religious worldviews: atheist, agnostic, humanist, 'spiritual but not religious'	respect, justice, faith, tolerance, community, values, prejudice	religion, respect, faith, moral values, spiritual, inspiration, community, place of worship, worship, compassion Christianity: Christian, Jesus, church Islam: Muslim, Allah, Ummah, 5 Pillars, Prophet Muhammad, Iman, Qur'an, mosque

LIVING					
KS1		LKS2		UKS2	
		Cycle A	Cycle B	Cycle A	Cycle B



<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 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>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 (Judaism) 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 about what would happen if people followed this idea more. • Use creative ways to express their own ideas about the creation story and what it says about what God is like. 	<p>What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> • 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. <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. <p>What can we learn from religions about deciding what is right and wrong?</p> <ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. • Make connections 	<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. • 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 does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> • 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. 	<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(Shahadah, Zakat and Hajj). • Make connections between the key functions of the mosque and the beliefs of Muslims. <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 or 	<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 (Salah and Sawm) • 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. <p>Green religion? How and why should religious communities do more to care for the Earth?</p>
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		<p>between stories of temptation and why people can find it difficult to be good.</p> <ul style="list-style-type: none"> • Give examples of ways in which some inspirational people have been guided by their religion. • Discuss their own and others' ideas about how people decide right and wrong. 		<p>honesty comparing them with the ideas of others they have studied.</p> <ul style="list-style-type: none"> • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. 	<ul style="list-style-type: none"> • Make connections between beliefs about the earth and activist behaviour in different religions • Understand the challenges facing the planet and responses from different religions • Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'.
<p>religion, faith, symbol special places Christianity: Christian, God, Jesus, church, altar, font, Bible, baptism</p>	<p>religion, creation story Golden rule Christianity: Christian, God, Creator, Jesus, Bible Judasim: Torah</p>	<p>religion, commitment, values, worship, belief, inspiration, Christianity: Christian, Jesus,</p>	<p>religion, prayer, symbol, community, worship, belief Christian: Christian, church, Jesus</p>	<p>religion, faith, moral values/code for living, community, Golden Rule, charity, sacred text, prayer</p>	<p>religion, harmony, respect, faith, community, commitment, values, sources of</p>



Islam: Muslim, Islam, Allah, Prophet, mosque Judasim: Synagogue, chuppah	Non- religious worldviews: non-religious	Hinduism: Hindu, mandir, murtis, puja, aarti, bhayana	Hindu: Hindu, mandir, murtis, gods, goddesses	Christianity:Christian, Jesus, Bible Islam: Muslim, Allah, Ummah, 5 Pillars, Shahadah, Salah, Zakah, Sawm, Hajj, ibadah, Prophet Muhammad, Iman, Qur'an, Hadith, mosque Non-religious worldviews: atheist, agnostic, humanist, rationalist, Golden Rule, 'spiritual but not religious'	wisdom, charity, place of worship, sacred text, prayer, worship, compassion Islam: Muslim, Allah, Prophet Muhammad, Ummah, 5 Pillars, Shahadah, Salah, Zakah, Sawm, Hajj, Iman, Qur'an, Hadith, mosque, ibadah khalifah (Islam), stewardship (Christianity), Bhumi (goddess in Hindu dharma) and Tu B'Shevat (Jewish) implications for care of the earth
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