

RE Sequence and Knowledge 2023

Year Group	Autumn		Spring		Summer	
Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects. Please see Early Years planning.						
1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
2	1.6 Who is a Muslim and how do they live? (Part 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? (Part 2)	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
3	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
5	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
6	Year 6 U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

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Year group R	Autumn		Spring		Summer	
Topic title and knowledge outcomes	F1 Why is the word 'God' so important to Christians? [God] On completion of the unit, pupils will know... How to talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. How to retell stories, talking about what they say about the world, God, human beings. How and when Christians like to thank their Creator. What people do to mess up the world and what they do to look after it.	F2 Why is Christmas special for Christians? [Incarnation] On completion of the unit, pupils will know... Who is special to them. What makes their family and friends special to them. What happens at a traditional Christian festival (Christmas) The word 'incarnation' as describing the belief that God came to Earth as Jesus How to retell religious stories	F3 Why is Easter special for Christians? [Salvation] On completion of the unit, pupils will know... The Easter story and how celebrations occur. Why Easter is a special time for Christians. About new life in nature Some symbols Christians use during Holy Week, e.g., palm leaves, cross, eggs. How Christians remember these stories at Easter.	F4 Being special: where do we belong? On completion of the unit, pupils will know... Religious stories When things have happened in their lives that made them feel special What happens at a traditional Christian infant baptism and dedication? What happens when a baby is welcomed into a religion other than Christianity.	F5 Which places are special and why? On completion of the unit, pupils will know... A place that is special to themselves, saying why That some religious people have places which have special meaning for them The things that are special and valued in a place of worship. And recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.	F6 Which stories are special and why? On completion of the unit, pupils will know... Religious stories and words relating to religion, e.g., God. A sacred text e.g., Bible, Torah The meaning of the story and what purpose they have on people i.e., thanking people.

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Lesson Sequence	Can I understand what the word 'God' means? Which people believe in God?	Can I retell special stories about Jesus in the Bible?	Can I explain what happens at the end of winter and the beginning of spring?	Can I explain what respect is?	Can I explain where I feel safe and happy?	Can I describe my favourite story?
Learning challenges in a sequenced order.	Can I understand the creation story and which people believe in the Creator of everything?	Can I explain why Christians perform Nativity plays at Christmas?	Can I explain what Christians believe happened to Jesus?	Can I explain how we can show love and explain how do I know I am loved?	Can I explain a place that is special for me?	Can I describe stories about Jesus?
	Can I identify what is amazing about the world?	Can I understand why Christians celebrate Jesus' birthday?	Can I explain why Christians think the Easter story is such an important story?	Can I name someone that I care about?	Can I identify a special place for believers to go?	Can I explain what Jesus was (is) like?
	Can I explain what Christians say about God as Creator?	Can I explain what special things Christians do at Christmas to share God's love?	Can I explain what Christians do at Easter?	Can I explain how we show care/how do I know I am cared for?	Can I explain what makes a religious place special?	Can I explain bible stories that Christians believe in?
	Can I understand the beliefs of Christians and other people (including non-religious)?	Can I identify what makes every single person unique and precious?	Can I explain why we have Easter eggs?	Can I understand and know how people are feeling?		Can I explain what the stories say about God?
	Can I think about the world and how we should treat it?	Can I explain how the Christmas story shows Christians that they are special to God?		Can we show people they are welcome?		Can I listen to stories that tell you how you should behave towards other people?
				Can I explain what things we can do better together rather than on our own?		
				Can I explain where I belong?		
				Can I explain what makes me feel special when I am welcomed into a group of people?		

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Knowledge Capture Task	Nature walks in various weathers. Make a card for a person special to them.	Observe some crocus or daffodil bulbs and tree buds. If possible, a mother and baby is welcomed into the class.	Discussion places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. Bring favourite books and stories from home
National Curriculum End Points	Understanding the world - Children talk about similarities and differences between themselves and others, among families, communities and traditions. - They begin to know about their own cultures and beliefs and those of other people. - They explore, observe and find out about places and objects that matter in different cultures and beliefs. Communication and language - Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. - They use talk to organise, sequence and clarify thinking, ideas, feelings and events. - Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources. - They talk about how they and others show feelings. - They develop their own narratives in relation to stories they hear from different communities. Personal, social and emotional development - Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. - They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. - They talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. - Children think and talk about issues of right and wrong and why these questions matter. - They respond to significant experiences showing a range of feelings when appropriate. - They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others. - Children have a developing respect for their own cultures and beliefs, and those of other people. - They show sensitivity to others' needs and feelings and form positive relationships.		

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Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.					
Cross curricular Links	Donating food to other communities	Nativity performance Provision linked to the story of the nativity	Create an Easter Garden	Plant flowers or recycle plastic	Nature walk	Role play stories using props and costumes.
Trips and visitors	Harvest	Trip to church	Visit from priest	Hindus celebrating Raksha Bandhan	Visit to mosque or synagogue	Jewish visitor
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.					

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Year group 1	Autumn		Spring	Summer	
Topic title and knowledge outcomes	1.10 What does it mean to belong to a faith community? On completion of the unit, pupils will know... <u>Make sense of beliefs:</u> The importance of accepting and appreciating others in the community What Jesus and one other religious leader taught about loving other people <u>Understand the impact:</u> What happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean? Two ways people show they love each	1.1 What do Christians believe God is like? On completion of the unit, pupils will know... <u>Make sense of belief:</u> What a parable is The story of the Lost Son from the Bible and recognise a link with the Christian idea of God as a forgiving Father. <u>Understand the impact:</u> Two examples of a way in which Christians show their belief in God as loving and forgiving. How Christians put their beliefs into practice in worship (e.g., by saying sorry to God) <u>Make connections:</u>	1.7 Who is Jewish and how do they live? On completion of the unit, pupils will know... <u>Make sense of belief:</u> The words of the Shema as a Jewish prayer The Jewish story of Chanukah How the stories used in celebrations (e.g., Shabbat, Chanukah) remind Jews about what God is like <u>Understand the impact:</u> How Jewish people celebrate special times (e.g., Shabbat, Sukkot, Chanukah) The links between Jewish ideas of God found in the stories and how people live. How some Jewish people might remember God in different ways (e.g., mezuzah, on Shabbat) <u>Make connections:</u> What they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether	1.2 Who do Christians say made the world? On completion of the unit, pupils will know... <u>Make sense of belief:</u> The story of creation from Genesis 1:1–2:3 That ‘Creation’ is the beginning of the ‘big story’ of the Bible. What the story tells Christians about God, Creation and the world <u>Understand the impact:</u> An example of what Christians do to say ‘thank you’ to God for	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR) On completion of the unit, pupils will know... <u>Make sense of belief:</u> A story or text that says something about each person being unique and valuable. An example of a key belief some people find in one of these stories (e.g., that God loves all people) What Genesis 1 tells Christians and Jews about the natural world <u>Understand the impact:</u>

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	other and belong to each other when they get married (Christian and/or Jewish and non-religious) <u>Make connections:</u> Ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. What they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	Reasons for the ideas they have and the connections they make.	reflecting, thanking, praising and remembering have something to say to them too.	Creation <u>Make connections:</u> About living in an amazing world Reasons for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	How people show that they care for others (e.g., by giving to charity), making a link to one of the stories How Christians and Jews can show care for the natural earth Why Christians and Jews might look after the natural world. <u>Make connections:</u> What difference believing in God makes to how people treat each other and the natural world Why everyone (religious and non-religious) should care for others and look after the natural world.
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Lesson Sequence	Can I explain what and who I belong to?	Can I understand what forgiveness means?	Can I explain what matters to me at home?	Can I explore the world in which we live on a nature walk?	Can I understand how everyone is unique and important?
Learning challenges in a sequenced order.	Can I understand the symbols in Christianity?	Can I understand the story of the Lost Son?	Can I explain what special objects Jewish people might have in their home?		
	Can I understand the symbols in Judaism?	Can I understand what happens when you don't forgive?	Can I understand the Shema?	Can I explain what a creator would be like?	Can I explain what happens in the story when Jesus blesses the children?
	Can I understand the story of the lost sheep?	Can I understand how Christians say sorry?	Can I explain the Jewish festival mezuzah?	Can I explain who Christians say made the world?	Can I understand the Golden Rule?
	Can I understand what happens during a Christian baptism?		Can I create my own mezuzah?	Can I create a thankyou message to God?	Can I explain what happens in Psalm 8?
	Can I understand what happens during a Christian wedding?		Can I explain the Jewish festival Shabbat?	Can I understand how else Christians thank God?	Can I understand the story of 'The Good Samaritan'?
	Can I research other marriage promises in other religions?		Can I understand the story of 'The call of Samuel'?	Can I create a thankyou message?	Can I explore how Mother Teresa was a good friend?
			Can I understand the story of David and Goliath?		Can I explain how people should treat the world?
		Can I understand the story Sukkot?			
		Can I understand the story Chanukah?			
		Can we experience a classroom celebration just like the Jewish festivals?			
Knowledge Capture Task	Test type questions related to knowledge taught, relevant to age group.		Test type questions related to knowledge taught, relevant to age group.	Test type questions related to knowledge taught, relevant to age group.	
National Curriculum End Points	- Identify the core beliefs and concepts studied and give a simple description of what they mean. - Give examples of how people use stories, texts and teachings to guide their beliefs and actions. - Think, talk and ask questions about whether the ideas they have been studying have something to say to them. - Give examples of how stories show what people believe (e.g., the meaning behind a festival) - Give examples of ways in which believers put their beliefs into action.				

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	- Give a good reason for the views they have and the connections they make. - Give clear, simple accounts of what stories and other texts mean to believers				
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.				
Cross curricular Links	Christian Aid and Islamic Relief, or the Royal British Legion Poppy Appeal and Remembrance Day on 11 November.	PSHE	Art		Create and organise a small fundraising even and donate the money to a local charity.
Trips and visitors	Visit from Christians discussing community	Visit from Priest Role play forgiveness.	Jewish person explaining a festival	Harvest Donating to others. Being kind and creative.	
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.				

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Year group 2	Autumn		Spring		Summer	
Topic title and knowledge outcomes	1.6 Who is a Muslim and how do they live? (Part 1) On completion of the unit, pupils will know... <u>Make sense of belief:</u> Some of the words of the Shahadah and that it is very important for Muslims. Some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah and give a simple description of what some of them mean. How stories about the Prophet show what Muslims believe about Muhammad <u>Understand the impact:</u>	1.3 Why does Christmas matter to Christians? On completion of the unit, pupils will know... <u>Make sense of belief:</u> That stories of Jesus' life come from the Gospels. A simple account of the story of Jesus' birth and why Jesus is important for Christians. <u>Understand the impact:</u> How Christians use the story of the Nativity to guide their beliefs and actions at Christmas <u>Make connections:</u> About Christmas for people who are	1.6 Who is a Muslim and how do they live? (Part 2)? On completion of the unit, pupils will know... Make sense of belief: Some of the words of the Shahadah and that it is very important for Muslims. Some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah and give a simple description of what some of them mean. How stories about the Prophet show what Muslims believe about Muhammad Understand the impact: How Muslims use the	1.5 Why does Easter matter to Christians? On completion of the unit, pupils will know... <u>Make sense of belief:</u> That Incarnation and Salvation are part of a 'big story' of the Bible. Stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <u>Understand the impact:</u> At least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <u>Make connections:</u> About whether the story of Easter only has something to say to Christians, or if it	1.4 What is the 'good news' Christians believe Jesus brings? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. Simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. That Jesus gives instructions to people about how to behave. <u>Understand the impact:</u>	1.8 What makes some places sacred to believers? (C, M) On completion of the unit, pupils will know... <u>Make sense of belief:</u> That there are special places where people go to worship and talk about what people do there. At least three objects used in worship in two religions. A belief about worship and a belief about God, connecting these beliefs simply to a place of worship. <u>Understand the impact:</u> Stories, objects, symbols and

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	How Muslims use the Shahadah to show what matters to them How Muslims use stories about the Prophet to guide their beliefs and actions (e.g., care for creation, fast in Ramadan) How Muslims put their beliefs about prayer into action <u>Make connections:</u> About Muslim beliefs and ways of living What they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	Christians and for people who are not What they personally have to be thankful for, giving a reason for their ideas.	Shahadah to show what matters to them How Muslims use stories about the Prophet to guide their beliefs and actions (e.g., care for creation, fast in Ramadan) How Muslims put their beliefs about prayer into action Make connections: About Muslim beliefs and ways of living What they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	At least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless At least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <u>Make connections:</u> About whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	actions used in churches, mosques and/or synagogues which show what people believe. How people worship at a church, mosque or synagogue <u>Make connections:</u> What happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas? What makes some places special to people, and what the difference is between religious and non-religious special places.
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Lesson Sequence	Can I understand that Allah is believed as the one true God?	Can I explain my knowledge about a picture of a nativity?	Can I understand that Allah is believed as the one true God?	Can I explore how new life comes during Spring?	Can I choose 12 disciples?	Can I understand the words 'holy' and 'sacred' and what makes a place like this?
Learning challenges in a sequenced order.	Can I understand the Shahadah?	Can I understand the word 'incarnation' and why it is important to Christians?	Can I understand the Shahadah?	Can I understand the first part of the story of Holy Week?	Can I understand the story Matthew the tax collector?	Can I research objects found in holy places?
	Can I understand some of Allah's 99 names?	Can you design a bedroom for a newborn king?	Can I understand the five pillars of worship?	Can I understand the second part of the story of Holy Week?	Can I understand how Matthew became a disciple?	Can I understand how people show respect for Holy objects?
	Can I understand the prophet Muhammad's story of the tiny ants?	Can I understand the living conditions for baby Jesus?	Can I understand what 'ibadah' means?	Can I understand the third part of the story of Holy Week?	Can I understand what a gospel is?	Can I label the features of a Christian place of worship?
	Can I understand the prophet Muhammad's story of Prophet Muhammad and the black stone?	Can I look at celebrations of Christmas in Christianity?	Can I understand why prayer is important to Muslims?	Can I understand the fourth part of the story of Holy Week?	Can I understand forgiveness in Christianity?	Can I label the features of a mosque?
	Can I understand the story of the 'Night of Power'?	Can I understand the word 'advent' and the traditions Christians participate in?	Can I understand what Muslims say and do during prayer?	Can I understand that eggs represent new life?	Can I investigate a church building and find out how it helps Christians remember how Jesus teaches them about good news?	Can I label the features of a synagogue?
		Can I create a prayer of thanks?		Can I understand how Christians celebrate Holy Week?	Can I offer help to someone in need?	Can I compare the different places of worship and identify similarities and differences?
				Can I understand why Christians believe that Jesus died saved them?		Can I explore the signs, symbols and

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						artefacts in a church? Can I understand how music can play a vital role in worship?
Knowledge Capture Task	Test type questions related to knowledge taught, relevant to age group.		Test type questions related to knowledge taught, relevant to age group.		Test type questions related to knowledge taught, relevant to age group.	
National Curriculum End Points	- Identify the core beliefs and concepts studied and give a simple description of what they mean - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Think, talk and ask questions about whether the ideas they have been studying have something to say to them - Give examples of how stories show what people believe (e.g., the meaning behind a festival) - Give examples of ways in which believers put their beliefs into action - Give a good reason for the views they have and the connections they make - Give clear, simple accounts of what stories and other texts mean to believers					
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.					
Cross curricular Links	PSHE Art Music	PSHE Art Music	PSHE Art Music	PSHE Art Music Science	Donating to a food bank. PSHE Art	PSHE Art

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Trips and visitors	Visit a mosque/ a Muslim family member talk	Church visit	Visit a mosque/ a Muslim family member talk	Church visits at Easter/ priest visit	Priest visit	Visit to a synagogue
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.					
Year group 3	Autumn		Spring		Summer	
Topic title and knowledge outcomes	L2.1 What do Christians learn from the Creation story? On completion of the unit, pupils will know... <u>Make sense of belief:</u> The concepts of God and Creation on a timeline of the Bible's 'big story' Clear links between Genesis 1 and what Christians believe about God and Creation That the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world	L2.2 What is it like for someone to follow God? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Clear links between the story of Noah and the idea of covenant <u>Understand the impact:</u> Simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. <u>Make connections:</u> Links between the story of Noah and	L2.9 How do festivals and worship show what matters to a Muslim? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Some beliefs about God in Islam, expressed in Surah 1 Clear links between beliefs about God and ibadah (e.g., how God is worth worshiping; how Muslims submit to God) <u>Understand the impact:</u> Examples of ibadah (worship) in Islam (e.g., prayer, fasting, celebrating) and describe what they	L2.10 How do festivals and family life show what matters to Jewish people? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Some Jewish beliefs about God, sin and forgiveness and describe what they mean. Clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Informed suggestions about the meaning of the Exodus story for Jews today	L2.4 What kind of world did Jesus want? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.	L2.12 How and why do people try to make the world a better place? (C, M/J, NR) On completion of the unit, pupils will know... <u>Make sense of belief:</u> Some beliefs about why the world is not always a good place (e.g., Christian ideas of sin) Links between religious beliefs and teachings and why people try to live and make the

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	<u>Understand the impact:</u> What Christians do because they believe God is Creator (e.g., follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) How and why, Christians might pray to God, say sorry and ask for forgiveness. <u>Make connections:</u> About what might be important in the Creation story for Christians and for non- Christians living today.	how we live in school and the wider world.	involve. Links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g., in prayer and fasting, as a family and as a community, at home and in the mosque) <u>Make connections:</u> About the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	<u>Understand the impact:</u> Links between Jewish beliefs about God and his people and how Jews live (e.g., through celebrating forgiveness, salvation and freedom at festivals) How Jews show their beliefs through worship in festivals, both at home and in wider communities <u>Make connections:</u> About whether it is good for Jews and everyone else to remember the past and look forward to the future. Links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	Ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. <u>Understand the impact:</u> Examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. <u>Make connections:</u> Links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	world a better place. <u>Understand the impact:</u> Links between teachings about how to live and ways in which people try to make the world a better place (e.g., tikkun olam and the charity Tzedek) How people try to live (e.g., individuals and organisations) How people put their beliefs into action <u>Make connections:</u> About why the world is not always a good place, and what are the best ways of making it better. Links between some commands for living from religious
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						traditions, non-religious worldviews and pupils' own ideas. About the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
Lesson Sequence Learning challenges in a sequenced order.	Can I understand the creation story? Can I write what is wonderful about the world from the creation story? Can I describe a God who creates a world? Can I explain something that I am proud of creating? Can I create a set of instructions to keep the world a 'very good' place?	Can I understand how the bible works? Can I understand the story of Noah? Can I create a job description for a Noah? Can I create a pact between Noah and God? Can I think of ways to make the world a better place? Can I identify people who make promises?	Can I explain what God means to Muslims through the Surah? Can I understand why Muslims pray through the Salah? Can I understand the preparation for the rak'a? Can I understand the differences between prayer at home and prayer at the mosque and find benefits and limitations of both? Can I understand the importance of fasting for Muslims?	Can I understand how Jewish people celebrate Rosh Hashanah? Can I understand what the shofar is? Can I understand what is involved in the day of atonement? Can I understand why forgiveness is an important part of Judaism? Can I understand what happens during Passover and how it is celebrated by Jewish people?	Can I understand what it meant to become a disciple? Can I understand the validity of gospel writings? Can I understand the story of the healing of a leper? Can I explain the world Jesus wanted? Can I look at how Churches create a world that Jesus would have wanted?	Can I explain how the earth is seen as not a good place? Can I understand how religions can guide people to be better people? Can I explain why the rules were created? Can I look at individual religions to find out how they inspire people to be better? Can I identify someone who

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	Can I understand the role of a steward or a caretaker? Can I explain how I could make the world a better place? Can I understand the story of Adam and eve and explain why forgiveness is important?	Can I understand why promises are important in religion?	Can I understand how Muslims celebrate the end of the fasting period? Can I think of what people could reflect on five times a day and what benefits this might have?	Can I understand the preparation of the seder meal? Can I understand the importance of the ten commandments for Jewish people? Can I understand the importance of different Jewish prayers? Can I understand why gratitude is an important element of life?	Can I understand a priest's itinerary for the week? Can I explain how I would want the world to be?	inspires people to be better?
Knowledge Capture Task	Test type questions related to knowledge taught, relevant to age group.		Test type questions related to knowledge taught, relevant to age group.		Test type questions related to knowledge taught, relevant to age group.	
National Curriculum End Points	- Identify and describe the core beliefs and concepts studied. - Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. - Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. - Make clear links between texts/sources of authority and the key concepts studied. - Describe how people show their beliefs in how they worship and in the way they live. - Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. - Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. - Identify some differences in how people put their beliefs into action. - Give good reasons for the views they have and the connections they make.					
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.					

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Cross curricular Links	PSHE Art Science	PSHE Art	PSHE Art	PSHE Art	PSHE Art	PSHE Art
Trips and visitors	Atheist, priest or member of the public debate.	Church/priest visit	Mosque visit	Synagogue	Priest visit	People of different religions to discuss their beliefs
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.					

RE Sequence and Knowledge 2023

Year group 4	Autumn		Spring		Summer	
Topic title and knowledge outcomes	L2.3 What is the 'Trinity' and why is it important for Christians? On completion of the unit, pupils will know... <u>Make sense of belief:</u> What a 'Gospel' is and give an example of the kinds of stories it contains Texts about baptism and understand what the Trinity means to Christians. <u>Understand the impact:</u> How Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <u>Make connections:</u>	L2.7 What do Hindus believe God is like? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Some Hindu deities and say how they help Hindus describe God. Links between some stories (e.g., Svetaketu, Ganesh, Diwali) and what Hindus believe about God. About what Hindu murtis express about God <u>Understand the impact:</u> Links between beliefs about God and how Hindus live (e.g., choosing a deity and worshiping at a home	L2.8 What does it mean to be Hindu in Britain today? On completion of the unit, pupils will know... <u>Make sense of belief:</u> The terms dharma, Sanatana Dharma and Hinduism and say what they mean. Links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <u>Understand the impact:</u> How Hindus show their faith within their families in Britain today (e.g., home puja) How Hindus show their faith within their faith communities in Britain today (e.g., arti and bhajans at the mandir; in festivals such as	L2.5 Why do Christians call the day Jesus died 'Good Friday'? On completion of the unit, pupils will know... <u>Make sense of belief:</u> The word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g., by showing them how to live. About what the events of Holy Week mean to Christians What Christians say about the importance of the events of Holy Week? <u>Understand the impact:</u> Links between the Gospel accounts and how Christians mark the Easter events in their communities.	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth About what the events of Pentecost in Acts 2 might mean What Pentecost means to some Christians now? <u>Understand the impact:</u> Links between the description of	L2.11 How and why do people mark the significant events of life? (C, H, NR) On completion of the unit, pupils will know... <u>Make sense of belief:</u> Some beliefs about love, commitment and promises in two religious traditions and describe what they mean. About the meaning and importance of ceremonies of commitment for religious and non-religious people today <u>Understand the impact:</u> What happens in ceremonies of commitment (e.g.,

RE Sequence and Knowledge 2023

	Links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	shrine, celebrating Diwali) Some different ways in which Hindus worship <u>Make connections:</u> About whether it is good to think about the cycle of create/preserve/destroy in the world today. Links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	Diwali) Some different ways in which Hindus show their faith (e.g., between different communities in Britain, or between Britain and parts of India) <u>Make connections:</u> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	How Christians show their beliefs about Jesus in worship in different ways <u>Make connections:</u> About why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. How Christians show their beliefs about the Holy Spirit in worship <u>Make connections:</u> Links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	baptism, sacred thread, marriage) and say what these rituals mean? Links between beliefs about love and commitment and how people in at least two religious traditions live (e.g., through celebrating forgiveness, salvation and freedom at festivals) Some differences in how people celebrate commitment (e.g., different practices of marriage, or Christian baptism) <u>Make connections:</u> About whether it is good for everyone to see life as a journey, and to mark the milestones. Links between ideas of love,
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RE Sequence and Knowledge 2023

						commitment and promises in religious and non-religious ceremonies. Why they think ceremonies of commitment are or are not valuable today
Lesson Sequence Learning challenges in a sequenced order.	Can I understand how water is used as a symbol in Christianity? Can I understand how and why water is used in baptism? Can I understand what a gospel is and understand a story written by Matthew? Can I understand what the Holy Trinity entails? Can I compare baptism paintings? Can I create a baptism prayer?	Can I understand the purpose of the Aum? Can I understand the story of Svetaketu? Can I illustrate myself describing personal aspects? Can I understand Hindu deities? Can I compare the Trimurti to the Holy Trinity? Can I understand what Brahman is? Can I understand the importance of the cycle of life in Hinduism?	Can I understand the meaning of the word Hinduism? Can I understand the meaning of the word Dharma? Can I explore a Hindu home and understand the objects contained? Can I understand the daily life of a Hindu person? Can I understand how Diwali is celebrated today? Can I research the celebration of Durga Puja?	Can I understand what Christians believe Jesus' purpose on Earth was? Can I recall what happens during Holy Week? Can I write a diary entry as Mary, Jesus' Mother? Can I explore how Christians celebrate easter? Can I create artwork to display what happens on each day? Can I explain how the story provides Christians with hope, sadness and joy?	Can I understand what happens after Jesus' death? Can I understand the story of the Pentecost? Can I complete a picture? Can I understand what Jesus' new followers did? Can I understand the purpose of the Holy Spirit? Can I explain what the world would be like if it was a Kingdom of God?	Can I understand how Christians mark their journey through life? Can I understand the ceremonies and the promises that Christians make? Can I explore how other religions mark a person's journey through life? Can I compare marriage ceremonies? Can I create a map of life?

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	Can I create a depiction of the Holy Trinity through art?	Can I explore Hindu Gods and Goddesses to understand the religion? Can I understand the act of Puja? Can I understand the story of Rama and Sita? Can I understand the 'atman' in living things?	Can I compare Hindu celebrations with other religious festivals?	Can I explain why 'Good Friday' is named?	Can I suggest how the church could celebrate Pentecost?	
Knowledge Capture Task	Test type questions related to knowledge taught, relevant to age group.		Test type questions related to knowledge taught, relevant to age group.		Test type questions related to knowledge taught, relevant to age group.	
National Curriculum End Points	- Identify and describe the core beliefs and concepts studied. - Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. - Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. - Make clear links between texts/sources of authority and the key concepts studied. - Describe how people show their beliefs in how they worship and in the way they live. - Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. - Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. - Identify some differences in how people put their beliefs into action. - Give good reasons for the views they have and the connections they make					
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.					
Cross curricular Links	PSHE Art	PSHE Art	PSHE Art	PSHE Art	PSHE Art	PSHE Art

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Trips and visitors	Baptism pictures/ observing how a baby is baptised.	Hindu Mandir/ Pandit-Pujari	Hindu Mandir/ Pandit-Pujari	Church visit/ priest visit	Church visit/ priest visit	Church visit/ priest visit
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.					

RE Sequence and Knowledge 2023

Year group 5	Autumn		Spring		Summer	
Topic title and knowledge outcomes	U2.1 What does it mean if Christians believe God is holy and loving? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Some different types of biblical texts, using technical terms accurately. Connections between biblical texts and Christian ideas of God, using theological terms. <u>Understand the impact:</u> Connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.	U2.8 What does it mean to be a Muslim in Britain today? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g., Tawhid; Muhammad as the Messenger, Qur'an as the message) Ways in which Muslim sources of authority guide Muslim living (e.g., Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) <u>Understand the impact:</u> Connections between Muslim beliefs and	U2.3 Why do Christians believe Jesus was the Messiah? On completion of the unit, pupils will know... <u>Make sense of belief:</u> The place of Incarnation and Messiah within the 'big story' of the Bible Gospel and prophecy texts, using technical terms. Connections between biblical texts, Incarnation and Messiah, using theological terms. <u>Understand the impact:</u> How Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas	U2.9 Why is the Torah so important to Jewish people? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Some Jewish beliefs about God Some texts that say what God is like and explain how Jewish people interpret them. <u>Understand the impact:</u> Connections between Jewish beliefs about the Torah and how they use and treat it. Connections between Jewish commandments and how Jews live (e.g., in relation to kosher laws) How Jewish people put their beliefs into practice in different ways (e.g., some	U2.4 Christians and how to live: 'What would Jesus do?' On completion of the unit, pupils will know... <u>Make sense of belief:</u> Features of Gospel texts (for example, teachings, parable, narrative) Meanings of Gospel texts studied and compare their own ideas with ways in which Christians interpret biblical texts. <u>Understand the impact:</u> Connections between Gospel texts, Jesus' 'good news', and how Christians live in	U2.10 What matters most to Humanists and Christians? (C, M/J, NR) On completion of the unit, pupils will know... <u>Make sense of belief:</u> Why people are good and bad (e.g., Christian and Humanist) Links with sources of authority that tell people how to be good (e.g., Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') <u>Understand the impact:</u> Connections between Christian

RE Sequence and Knowledge 2023

	How Christians put their beliefs into practice in worship <u>Make connections:</u> What biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	ibadah (e.g., Five Pillars, festivals, mosques, art) How Muslims put their beliefs into practice in different ways <u>Make connections:</u> Connections between Muslim beliefs studied and Muslim ways of living in Britain/ Bury today. The value of e.g., submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. What it is like to be a Muslim in Britain today, giving good reasons for their views.	How the idea that Jesus is the Messiah makes sense in the wider story of the Bible <u>Make connections:</u> How far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	differences between Orthodox and Progressive Jewish practice) <u>Make connections:</u> Connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. The value of e.g., tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	the Christian community and in their individual lives. <u>Make connections:</u> Connections between Christian teachings (e.g., about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. Their own responses to the issues studied, recognising different points of view.	and Humanist ideas about being good and how people live. Why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. <u>Make connections:</u> How and why people should be good. Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
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RE Sequence and Knowledge 2023

Lesson Sequence Learning challenges in a sequenced order.	Can I describe the qualities of a God? Can I understand what Christians believe about God by reading extracts of the bible? Can I listen to worship songs to find out what Christians believe about God? Can I explore Cathedrals and how the express ideas about God? Can I write a poem to share Christian ideas about God? Can I explore humanist ideas about guidelines for life? Can I explain the advantages and disadvantages of rules and forgiveness?	Can I understand Muslim movement in Britain? Can I understand different religious groups of Muslims? Can I recall learning about the five pillars and understand each pillars meaning? Can I understand why Hajj is important for Muslims? Can I understand the festive of Eid-ul-Adha? Can I compare similarities between Muslim stories and other religious stories? Can I explain why some Muslims memorise the Quran?	Can I understand the 'big story' in the bible? Can I understand the term incarnation? Can I understand the qualities of a Saviour? Can I investigate the question: Was Jesus the hoped-for Messiah? Can I interview characters from the story? Can I write a newspaper report claiming that the Messiah has arrived? Can I understand the Christian meaning of Christmas? Can I understand why Christians believe the world needs a Messiah?	Can I understand how diverse the Jewish community is? Can I understand what Jews believe about God in the 'Shema'? Can I research other names that Jews used for God's name? Can I understand how a Sefer Torah is created? Can I understand how the Jewish Holy Book works? Can I recall the creation story and make connections towards the Rosh Hashanah? Can I understand how kosher food laws differ within communities? Can I explore and compare an Orthodox and a progressive synagogue?	Can I examine two of the greatest commandments? Can I understand what Christians believe Jesus would do in certain situations? Can I understand the story: the wise and foolish builders? Can I understand the Sermon on the Mount story? Can I understand the healing miracle? Can I explore how Christians use Jesus' words as their foundations for living?	Can I explain what kind of behaviour is bad? Can I explore the question: Why do people do good things and bad things? Can I understand how a 'code for living' can guide people to be good? Can I explore the meanings of moral concepts? Can I understand Christian codes? Can I list and explain the most valuable things? Can I compare Christian and Humanist values?
Knowledge Capture Task	Test type questions related to knowledge taught, relevant to age group.		Test type questions related to knowledge taught, relevant to age group.		Test type questions related to knowledge taught, relevant to age group.	

RE Sequence and Knowledge 2023

National Curriculum End Points	- Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. - Make clear connections between what people believe and how they live, individually and in communities. - Make connections between the beliefs and practices studied, - Evaluating and explaining their importance to different people (e.g., believers and atheists) - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. - Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g., in different communities, denominations or cultures. - Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. - Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority. - Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make					
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.					
Cross curricular Links	PSHE Art	PSHE Art	PSHE Art	PSHE Art	PSHE Art	PSHE Art
Trips and visitors	Catholic church visit	Muslim mosque/ visitor	Church/ priest visit	Synagogue visit	Comparison between different Christian churches and priests.	Christian visitors
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.					

RE Sequence and Knowledge 2023

Year group 6	Autumn		Spring		Summer	
Topic title and knowledge outcomes	U2.2 Creation and science: conflicting or complementary? On completion of the unit, pupils will know... <u>Make sense of belief:</u> What type of text some Christians say Genesis 1 is, and its purpose What Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations <u>Understand the impact:</u> Connections between Genesis 1 and Christian belief about God as Creator	U2.11 Why do some people believe in God and some people not? (C, NR) On completion of the unit, pupils will know... <u>Make sense of belief:</u> The terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. What religious and non-religious people believe about God, saying where they get their ideas from Why people do or do not believe in God. <u>Understand the impact:</u> Connections between what people believe about God and the	U2.7 Why do Hindus want to be good? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Hindu beliefs, e.g., dharma, karma, samsara, moksha, using technical terms accurately. The story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <u>Understand the impact:</u> Connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. And connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma,	U2.5 What do Christians believe Jesus did to 'save' people? On completion of the unit, pupils will know... <u>Make sense of belief:</u> The 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. What Christians mean when they say that Jesus' death was a sacrifice? <u>Understand the impact:</u> Connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper How Christians put their beliefs into practice in different ways <u>Make connections:</u>	U2.6 For Christians, what kind of king is Jesus? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Connections between biblical texts and the concept of the kingdom of God Different possible meanings for the biblical texts studied, showing awareness of different interpretations. <u>Understand the impact:</u> Connections between belief in the kingdom of God and how Christians put their beliefs into	U2.12 How does faith help people when life gets hard? On completion of the unit, pupils will know... <u>Make sense of belief:</u> Examples of ways in which religions guide people in how to respond to good and hard times in life. About life after death in at least two religious' traditions, comparing and explaining similarities and differences. <u>Understand the impact:</u> Connections between what people believe about God and how they respond

RE Sequence and Knowledge 2023

	Why many Christians find science and faith go together. <u>Make connections:</u> Key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. How far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	impact of this belief on how they live. How Christians sometimes disagree about what God is like (e.g., some differences in interpreting Genesis) <u>Make connections:</u> Some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. Different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. Connections between belief and behaviour in their own lives, in the light of their learning.	moksha, etc. How Hindus put their beliefs into practice in different ways <u>Make connections:</u> Connections between Hindu beliefs studied (e.g., karma and dharma), and explain how and why they are important to Hindus. What impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	The value and impact of ideas of sacrifice in their own lives and the world today Their own responses to the idea of sacrifice, recognising different points of view.	practice. How Christians put their beliefs into practice in different ways <u>Make connections:</u> The Christian 'kingdom of God' model (i.e., loving others, serving the needy) to issues, problems and opportunities in the world today. Their own responses to the idea of the importance of love and service in the world today.	to challenges in life (e.g., suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives. Make connections: A range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
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RE Sequence and Knowledge 2023

Lesson Sequence Learning challenges in a sequenced order.	Can I read and understand the story within Genesis 1:1 – 2:3? Can I find evidence against the Genesis story? Can I understand the genre of the Message translation and debate the validity of the text? Can I explore the scientific account of cosmology and evolution? Can I provide questions for discussion about the Genesis text and the beginnings of the universe and life? Can I explore how science and belief in creation is in conflict or are complimentary? Can I research beliefs from people who are Christians and scientists?	Can I research statistics about how many people believe and don't believe in God? Can explore the validity about the existence and nature of God? Can I research what Christians believe about God and discover a range of viewpoints to argue against it? Can I understand why people do and don't believe in God? Can I understand how and why Christians still believe in God in an age of science? Can I research people who are both Christians and scientists? Can I understand the impact of believing in God can have on someone's everyday life?	Can I recall information about Brahman and atman? Can I read and understand the story of the 'man in the well' from Mahabharata? Can I explore Hindu ideas of karma and the importance that this has on their lives? Can I explore the four aims of life – purusharthas? Can I understand some Hindu values and how they make a difference to Hindu life (ahimsa, Satya)? Can I understand how Hindus have made a difference to the wider community (Mahatma Gandhi, Pandurang Shastri Athavale)? Can I debate the idea of Karma affecting reincarnation?	Can I explore what happened in Holy Week? Can I compare artwork of the scenes throughout the story? Can I consider and explain who was responsible for Jesus' death? Can I understand the Christian belief that Jesus' death was a sacrifice? Can I research how Christians celebrate Jesus' death? Can I plan and organise a ceremony for Christians to remember the salvation brought by Jesus? Can I understand what a martyr is? Can understand what sacrifice is and apply it to everyday life?	Can I understand and suggest solutions to transform the world? Can I research people who have made a difference to the world? Can I read and understand the story 'temptation in the wilderness'? Can I make assumptions of the kind of King Jesus was? Can I make comparisons from the world and the parables about the 'Kingdom of God'? Can I research how Christians strive to make the world a better place? Can I explain what kind of king Jesus was by thinking	Can I explore questions about life, death, suffering and what matters most in life? Can I understand that some people might thank God in good times? Can I explore how people use religion when times are tough? Can I research religions and find out what happens after life after death? Can I research and compare ceremonies that mark death/passing away? Can I explore literature used when someone his died? Can I analyse examples of 'art of heaven'?
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RE Sequence and Knowledge 2023

	Can I explain whether I agree or disagree with a statement? Can I use my own beliefs to respond to whether 'creation and science is conflicting or complimentary'?	Can I reflect on my own beliefs and respect others?			about Jesus' leadership skills?	Can I create a debate for and against religion during difficult times?
Knowledge Capture Task	Test type questions related to knowledge taught, relevant to age group.		Test type questions related to knowledge taught, relevant to age group.		Test type questions related to knowledge taught, relevant to age group.	
National Curriculum End Points	- Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. - Make clear connections between what people believe and how they live, individually and in communities. - Make connections between the beliefs and practices studied, - Evaluating and explaining their importance to different people (e.g., believers and atheists) - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. - Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g., in different communities, denominations or cultures. - Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. - Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority. - Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make					
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.					
Cross curricular Links	PSHE Art	PSHE Art	PSHE Art	PSHE Art	PSHE Art	PSHE Art
Trips and visitors	A debate from a range of people and their beliefs	Church visit	Pandit/Pujari - Mandir	Christian	Priest visit	Different beliefs debate

RE Sequence and Knowledge 2023

Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.
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