



Sequence of Learning – Religious Education

Learning for the Head, Heart and Hand



At Lady Joanna Thornhill (Endowed) Primary School, we are encouraging and challenging pupils to think about ideas, express themselves and listen to and learn to respect others through our RE curriculum. We provide pupils with opportunities to explore and answer questions arising from religion and beliefs through thoughtful and reflective collaboration. We believe that it is important that we instil an understanding in pupils that we may have different beliefs as well as helping them to show compassion to others.

The overall aim for our RE curriculum at Lady Joanna is to engage and promote creativity, encourage resilience, provide opportunities for collaboration and demonstrate compassion. Our sequence of learning follows our Head, Heart and Hand curriculum, we want all pupils to be curious, aim high and question the world around them so that they can develop an understanding and the skills needed to appreciate and respond to key questions, as well as developing responses and questions 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. At Lady Joanna Thornhill (Endowed) Primary School follows the Kent agreed syllabus for R.E.

Age-related Statutory Coverage

Early Learning Goal	Key Stage One	Key Stage Two
<i>Understanding of the World</i> <i>People and communities</i> – Children talk about past and present events in their living memory and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. The children know about similarities and differences between themselves and others, and among families, communities and traditions.	Pupil should • Develop their knowledge and understanding of religions and worldviews, recognising their local, national and global context. • Use basic and appropriate subject specific vocabulary within discussions and written work.	Pupils should • Extend their knowledge and understanding of religions and worldviews, recognising their local, national and global context. • Be introduces to an extended range of sources and subject specific vocabulary. • Be encourages to be curious and ask increasingly challenging questions about the religion, beliefs, values and human life.

<i>Personal, Social and Emotional Development</i> <i>Making relationships</i> – Children play co-operatively, taking turns with others. They take account of one another’s ideas and how to organise activities. They show sensitivity to others’ needs and feelings and form positive relationships with adults and other children. <i>Self-confidence and self-awareness</i> – Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for an activity. <i>Managing feelings and behaviour</i> – Children will talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand the rules. They adjust their behaviour to different situations and take changes to routine in their stride.	• Raise questions and begin to express their own views in response to materials they learn about and in response to questions about their ideas.	• Learn to express their own ideas in response to the materials they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.
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Learning Journey – Religious Education

Learning for the Head, Heart and Hand



Foundation	Understanding of the World – People and communities -Where do we belong? Pupils learn re-tell religious stories making connections with personal experiences. They will share and record occasions when things have happened in their lives that made them feel special. Pupils will be encouraged to recall simply what happens at a traditional Christian infant baptism and dedication.	Which times are special and why? What times special about our world and why? Pupils will give examples of special occasions and suggest features of a good celebration. Children will be encouraged to recall simple stories connected with Christmas/ Easter and a festival from another faith e.g. Diwali. Pupils will say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.	Personal, Social and Emotional development Making relationships Which people are special and why? Children will talk about some religious stories - recognise some religious words, e.g. about God. Children will be encouraged to identify some of their own feelings in the stories they hear. Pupils will be encouraged to 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.	Self-confidence and self-awareness Which places are special and why? Children are encouraged to talk about somewhere that is special to themselves, saying why. Pupils are aware that some religious people have places which have special meaning for them. Children 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. Pupils get to know and use appropriate words to talk about their	Managing feelings and behaviour Which stories are special and why? Children will talk about some religious stories - recognise some religious words, e.g. about God - identify some of their own feelings in the stories they hear. Children to discuss and 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.	Understanding the World Around Me What is special about our world and why? Pupils are encouraged to 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. Children think about the wonders of the natural world, expressing ideas and feelings -express ideas about how to look after animals and plants. Pupils talk about what people do to mess up the world and what they do to look after it.
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	The children will discuss what happens when a baby is welcomed into a religion other than Christianity.		Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.	thoughts and feelings when visiting a church.	Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.	
Year 1	<i>What does it mean to belong to a faith community?</i> Pupils encouraged to 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. Children to 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	<i>How and why do we celebrate special and sacred times?</i> Pupils are encouraged to discuss and identify some ways Christians celebrate Christmas/Easter. Children collaborate to re-tell stories connected with Christmas/ Easter and say why these are important to believers. They will ask questions and suggest answers about stories to do with the Christian festivals of Christmas and Easter. Children will collate examples of what people do, give, sing, remember or think about at the religious celebrations	<i>Who is a Christian and what do they believe?</i> Pupils can talk about some simple ideas about Christian beliefs about God and Jesus. Pupils will re-tell stories that shows what Christians might think about God, in words, drama and pictures; pupils suggesting what the story means. Children can collaborate and talk about issues of good and bad, right and wrong arising from the stories. Pupils can discuss and ask some questions about believing in God and offer some ideas of their own.		<i>What makes some places sacred?</i> Pupils can 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. Children can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Pupils can describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. They can ask good questions during a school visit about what happens in a church.	

	belong to each other when they get married. Pupils respond to examples of co-operation between different people.	studied, and say why they matter to believers			
Year 2	<i>Who is a Muslim and what do they believe?</i> Pupils can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Children develop an understanding of how and why Muslims pray. Pupils re-tell a story about the life of the Prophet Muhammad. Children recognise some objects used by Muslims and suggest why they are important. Pupils Identify some ways Muslims mark	<i>How and why do we celebrate special and sacred times?</i> (Different festival focus – Christmas and Diwali). Pupils recognise that sacred texts contain stories which are special to many people and should be treated with respect. Children re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. Pupils ask and suggest answers to questions arising from stories Jesus told and from another religion. Children talk about issues of good and bad,	<i>How should we care for others and the world, and why does it matter?</i> Pupils re-tell Bible stories and stories from another faith about caring for others and the world. Children can identify ways that some people make a response to God by caring for others and the world. Pupil talk about issues of good and bad, right and wrong arising from the stories. Children talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if	<i>Who is Jewish and what do they believe?</i> Pupils can talk about the mezuzah in the home reminds Jewish people of God. Children talk about Shabbat and give some examples of what they might do to celebrate Shabbat. They can re-tell a story that shows Jewish people at the festival of Sukkot, Chanukah or Pesach and suggest what it means. Children can ask some questions about believing in God and offer some ideas of their own.	<i>How can we learn from sacred books?</i> Pupils recognise that sacred texts contain stories which are special to many people and should be treated with respect. They re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. Children ask and suggest answers to questions arising from stories Jesus told and from another religion. Pupils talk about issues of good and bad, right and wrong arising from the stories.

	Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.	right and wrong arising from the stories.	people followed this idea more. Pupils to use creative ways to express their own ideas about the creation story and what it says about what God is like.		
Year 3	<i>What does it mean to be a Christian in Britain today?</i> Pupil describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. They can describe some ways in which Christian express their faith through hymns and modern worship songs. Children can 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. Pupils to 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.	<i>What do different people believe about God?</i> Pupils will focus on Christians and either Hindus and/or Muslims. They will describe some of the ways in which Christians Hindus and/or Muslims describe God. Children will ask questions and suggest some of their own responses to ideas about God. They will suggest why having a faith or belief in something can be hard. Pupils will also identify how and say why it makes a difference in people's lives to believe in God.	<i>Why are festivals important to religious communities?</i> -Easter focus Pupils will make connections between stories, symbols and beliefs with what happens in at least two festivals. They will explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.	<i>Why do people pray?</i> Pupils describe the practice of prayer in the religions studied. They make connections between what people believe about prayer and what they do when they pray. Children describe ways in which prayer can comfort and challenge believers. Pupils will also describe and comment on similarities and differences between how Christians,	<i>Why is the Bible so important for Christians today?</i> 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, about why humans do bad things and how people try to put things right.

				Muslims and Hindus pray.	
Year 4	<i>What does it mean to be a Hindu in Britain today?</i> Pupils can 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. They describe some ways in which Hindus express their faith through puja, aarti and bhajans. Children 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.	<i>What can we learn from religions about deciding what is right and wrong?</i> Pupils can recall prior learning, give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Children can make connections between stories of temptation and why people can find it difficult to be good. They can give examples of ways in which some inspirational people have been guided by their religion. Pupils are confident to discuss their own and others' ideas about how people decide right and wrong.	<i>Why is Jesus inspiring to some people?</i> Pupils make connections between some of Jesus' teachings and the way Christians live today. They can describe how Christians celebrate Holy Week and Easter Sunday. Children can identify the most important parts of Easter for Christians and say why these are important. They can give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.	<i>Why are festivals important to religious communities?</i> - Eid focus Pupils ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). They can identify similarities and differences in the way festivals are celebrated within and between religions, for example festivals of light. Children explore and suggest ideas about what worth is.	<i>Why do some people think that life is like a journey and what significant experiences mark this?</i> Pupils suggest why some people see life as a journey and identify some of the key milestones on this journey. They describe what happens in Christian, and Jewish ceremonies of commitment and say what these rituals mean. Children suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. They link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.

Year 5	<i>What would Jesus do?</i> <i>Can we live by the values of Jesus in the twenty-first century?</i> Pupils will discuss and outline Jesus' teaching on how his followers should live. They will offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. Children will explain the impact Jesus' example and teachings might have on Christians today. They will express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.	<i>Why do some people think God exists?</i> Pupils will discuss and clearly outline a Christian understanding of what God is like, using examples and evidence. They will give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Children will express thoughtful ideas about the impact of believing or not believing in God on someone's life. They will present different views on why people believe in God or not, including their own ideas.	<i>If God is everywhere, why go to a place of worship?</i> Pupils make connections between how believers feel about places of worship in different traditions. They select and describe the most important functions of a place of worship for the community. Children will give examples of how places of worship support believers in difficult times, explaining why this matters to believers. They will present ideas about the importance of people in a place of worship, rather than the place itself.	<i>What does it mean to be a Muslim in Britain today?</i> Pupils make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. They can describe and reflect on the significance of the Holy Qur'an to Muslims. Children will discuss the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. They will make connections between the key functions of the mosque and the beliefs of Muslims.
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Year 6	<i>What matters most to Christians and Humanists?</i> Pupils describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples. They can describe some Christian and Humanist values simply. Children express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. They can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.	<i>Is it better to express your beliefs in arts and architecture or in charity and generosity?</i> 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.	<i>What difference does it make to believe in ahimsa, grace and/ or Ummah?</i> Pupils to research how Hindus show their faith within their families. Children to learn that ‘Hinduism’ is incredibly diverse as a whole way of life rather than a set of beliefs. They will find out about the objects involved in puja at home and at the mandir; murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; learn about an important sacred text; the Bhagavad Gita. Pupils will learn about Hindu religious ritual; the OM, blessing food, the aarti ceremony, singing hymns (bhajans) and explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. They will discuss and explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why ‘snakes and ladders’ links with Hindu ideas of karma. Explore what Hindus do to show their tradition within their faith. Children will find out about the deities and how they help Hindus achieve moral aims. They will discuss and find out about moral aims for others and moral aims for self; karma and dharma.	<i>What happens when I die? What do religions say to us when life gets hard?</i> Pupils will express ideas about how and why religion can help believers when times are hard, giving examples. They will discuss and outline Christian, Hindu and/or non-religious beliefs about life after death. Children will explain some similarities and differences between beliefs about life after death. They will also explain some reasons why Christians and Humanists have different ideas about an afterlife.
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