

# TEACHING SEQUENCE



## RELIGIOUS EDUCATION

	Autumn	Spring	Summer	Curriculum Enhancements
Nursery	<p><b><u>People, Communities and Culture</u></b></p> <p>“All families are different” multi-cultural awareness                      Celebrations/Birthdays, Christmas &amp; Diwali                      Taking photos of friends-All special, all different                      Baking – “Face” biscuits/Heart cakes Feelings station/friendship stop                      Bible story- Noah's Ark                      Nativity story -celebrating religious events</p>	<p><b><u>People, Communities and Culture</u></b></p> <p>Chinese New Year – cultural events and experiences/festivals                      Care for the natural world around us.                      Everyone in the world is different                      Easter celebration</p>	<p><b><u>People, Communities and Culture</u></b></p> <p>Special places for different people                      Religious buildings                      Explore different countries and people around the world</p>	

Reception

People, culture and communities

I'm Special/Diwali  
A special baby/Christmas

People, culture and communities

A special person in a special book/  
Traditions  
Easter- New Life

People, culture and communities

Helping  
Saying Thank You

**Article 2** -non-discrimination  
**Article 12** - respect for the views of the child  
**Article 14** - freedom of thought, belief and religion  
**Article 22** - refugee children  
**Article 30** - children from minority or indigenous groups

\*Interfaith week  
\*Nativity

End of phase skills:

**Personal, Social and Emotional Development**

**Self-Regulation**

- I can show an understanding of their own feelings and those of others

**Managing Self**

- I know right from wrong and try to behave accordingly

**Building relationships**

- I can work and play cooperatively and take turns with others, form positive attachments to adults and peers, show sensitivity and care to their own and others' needs

**Communication and Language**

**Listening, Attention and Understanding**

- I can listen attentively and respond to what they hear with relevant questions
- Through artefacts, story and dance, I can learn about religious festivals and celebrations

**Speaking**

- I can participate in small group discussions, express their ideas and feelings about their experiences
- I can have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences
- I can use religious celebrations as a stimulus to talk about special events

**Understanding the World**

**People, Culture and Communities**

- I know some similarities and differences between different religious and cultural communities in this country, drawing on my own experiences and what has been read in class
- I can talk about and reflect on religious and cultural experiences as they occur eg, life experiences, celebrations
- I can handle artefacts with curiosity and interest
- I can comment and ask questions about their familiar world
- Past and Present
- I can talk about the lives of the people around them and their roles in society
- I can understand the past through settings, characters and events

Year 1

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**Me and Families and Friends**

I can recognise my family and friends have differences and similarities  
 I can show understanding of belonging  
 I can reflect on the qualities of a good friend  
 I can explain who Jesus' friends were  
 I can talk about my family and why Rasksha Bandhan is important to Hindus  
 I can explore Hindu family life

**Vocabulary:** Christians, Bible, disciples, Zacchaeus, priest, church service, Rasksha Bandhan, Rahki bracelet, puja, Hindu

**Hinduism**

I can understand the greeting 'Namaste'.  
 I can explore daily puja  
 I can explore Hindu dress and dance  
 I can understand who Brahman is  
 I can understand that there are many Hindu gods  
 I can explore rangoli patterns

**Vocabulary:** Hinduism, Vedas, Brahman, Namaste, shrine, bindi, sari, Lakshmi, rangoli pattern, temple

**Our Planet/ Story of Creation**

I can consider what I am thankful for  
 I can sequence the story of creation  
 I can understand the story of Adam and Eve  
 I can understand the meaning of Shabbat  
 I can express how I feel about my environment  
 I can explore how to care for our planet

**Vocabulary:** creation, Old Testament, Adam and Eve, temptation, Shabbat, challah bread, Judaism, our environment



**Article 2** -non-discrimination  
**Article 12** - respect for the views of the child  
**Article 14** - freedom of thought, belief and religion

	<p align="center"><b><u>Festivals of Light (Diwali)</u></b></p> <p>I can recall the story of Rama and Sita  I can explore the importance of light during Diwali  I can explore how Diwali is celebrated  I can explore the significance of light at Christmas  I can understand the significance of light at the birth of Jesus</p> <p><i>Vocabulary: God, Diwali, Rama, Sita, Ravana, Ganesh, diva lamp, Mary, Joseph, Bethlehem</i></p>	<p align="center"><b><u>Easter- Alive!</u></b></p> <p>I can understand that baptism is a Christian custom  I can explore symbols of baptism  I can understand that Christians believe Jesus is a sign of new life  I can explore what happened on Easter Sunday  I can explore why Easter is an important celebration</p> <p><i>Vocabulary: Christianity, baptism, font, baptismal candle, John the Baptist, Last Supper, Easter Sunday, risen</i></p>		<p><b>Article 22</b> - refugee children  <b>Article 30</b> - children from minority or indigenous groups</p> <p>*Nativity  *Hinduism – explore Diwali, Indian Dance/dress up, Rangoli/Holi inspired art  *Interfaith Week</p>
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<p align="center"><b>Year 2</b></p>	<p align="center"><b><u>Harvest of Hands</u></b></p> <p>I can explore how I use my hands to help  I can explore how people in the community use hands to help  I can explore the meaning of the Good Samaritan story  I can understand that many bible stories showed how Jesus helped</p>	<p align="center"><b><u>New Beginnings</u></b></p> <p>I can explore new beginnings  I can retell the story of Chinese New Year  I can explore CNY celebrations  I can understand how Holi is celebrated  I can describe Holi festival</p>	<p align="center"><b><u>Special Places/ Places of Worship</u></b></p> <p>I can explore what makes a place special  I can explore a special place for Christians  I can discuss features of a church  I can understand the significance of the alter and stained glass windows  I can understand the role of a vicar/priest  I can understand why the church is a special place for Christians</p>	
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	<p>I can consider prayer and the wonders that hands create  I can understand why we give thanks at Harvest  I can explore mehndi patterns</p> <p><i>Vocabulary: Samaritan, bless, heal, pray, community, harvest, Mehndi pattern, henna</i></p> <p><b><u>Festivals of Light (Hanukkah)</u></b></p> <p>I can understand the story of Hanukkah  I can explain the importance of the menorah  I can explore how Hanukkah is celebrated  I can evaluate facts about Hanukkah  I can compare the miracles of the Nativity and Hanukkah  I can explore Christingle</p> <p><i>Vocabulary: Hanukkah, Maccabees, menorah, latkes, dreidel game, Christingle, miracle, templ</i></p>	<p>I can discuss forgiveness and new beginnings</p> <p><i>Vocabulary: resolution, festival, Chinese Zodiac, Gong Hei Fat Choy, Prasad, parable, Holi</i></p> <p><b><u>Easter Surprise!</u></b></p> <p>I can explore the story of Palm Sunday  I can retell the story of Palm Sunday  I can understand the significance of palm leaves  I can explore how Christians celebrate Palm Sunday  I can recall what happened after Palm Sunday  I can explain Easter surprise</p> <p><i>Vocabulary: Palm Sunday, palm leaves, tomb, Jerusalem, Hosanna, triumphant, Holy Week, worship, praise</i></p>	<p>I can explore a special place for Hindus and Jewish  I can consider if a church is important to someone who is not Christian</p> <p><i>Vocabulary: parish, worship, prayer, ceremony, hymn, church service, synagogue, mandir, alter, stained glass window</i></p>	<p><b><u>Article 2</u></b> - non-discrimination  <b><u>Article 12</u></b> - respect for the views of the child  <b><u>Article 14</u></b> - freedom of thought, belief and religion  <b><u>Article 22</u></b> - refugee children  <b><u>Article 30</u></b> - children from minority or indigenous groups</p> <p>*Nativity  *Judaism – Hanukkah/ play dreidel game, make menorah, make potato latkes  *Interfaith week</p>
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End of phase skills:

- Understand that we are surrounded by things that are important to people.
- These include buildings, celebration, books, rituals, acts of worship and symbols.
- Understand that people believe may believe different things
- Understand that people have developed ways to express their beliefs and feelings
- Understand that most religions and nonreligious worldviews introduce children to stories from the lives of exemplary people as examples of qualities they may wish to achieve.
- Understand right and wrong and how to treat others fairly
- Understand that everyone has guidelines to follow in their everyday life
- Understand that some people have amazing, puzzling or mysterious experiences that make them ask big questions about life. Others find deep spiritual meaning in everyday experiences
- -Understand that there are signs of religious and non-religious worldviews all around us and evidence of their influence on our communities
- Understand that stories are important in religions and nonreligious worldviews. They are used to explain ideas about life and may include Gods, spirits, humans
- Understand that there are many traditional stories that reflect the ideas of religious traditions present in community
- Understand there are some places that are more religious than others
- Understand there are some families more religious than others
- Understand that many religious stories are well known because they have been handed down through generations and they are often found in holy books
- Understand and Identify things that are often called religious or holy. These include celebration, books, rituals, acts of worship and symbols.
- Understand that these are usually different for each religious and nonreligious worldview People may practice in different ways
- Understand and explain several ways that people express their beliefs and feelings
- Understand that people use art, symbols, music, expression, drama and dance to express their beliefs and tell stories
- Understand that people may learn different things from these stories and symbols and might not agree about their meaning
- Understand that most religious worldviews introduce children to the lives of exemplary people as examples of the qualities and characteristics they may try to achieve
- Understand that some people have amazing, puzzling or mysterious experiences that make them ask questions about life
- Understand that some people find deep, spiritual meaning in everyday life
- Understand that some people find that belonging to religious or non-religious groups which share their beliefs, values and traditions give them a sense of identity and belonging

# Year 3

## Responsibility

- I can consider what it means to be responsible
- I can consider people who show responsibility
- I can understand the importance of rules I can understand why Moses received the Ten Commandments
- I can recall the story of the Ten Commandments
- I can explore the meaning of the Ten Commandments

**Vocabulary:** responsibility, Moses, Ten Commandments, Book of Exodus, Israelites, Mount Sinai, Torah, Sabbath

## Care at Christmas

- I can consider how Jesus cared for others I can explain a bible quote
- I can consider what care and concern meant to Mother Teresa
- I can explain how charities show care at Christmas
- I can explore who cared about the birth of Jesus.
- I can compare with the actions of King Herod
- I can explain the work of the Samaritans

**Vocabulary:** concern, mission worker, Evangelist, inspiration, saint, saviour, King Herod, anointed one

## Sikhism

- I can describe Guru Nanak and how Sikhism was founded
- I can explore Sikhism beliefs and family life
- I can understand what happens in the gurdwara
- I can label and discuss features of the gurdwara
- I can understand the importance of Sikh symbols and compare to Islamic customs
- I can understand how Sikhs celebrate Vaisakhi

**Vocabulary:** Sikhism, Guru, Guru Nanak, khanda, Guru Santh Sahib, gurdwara, kesh, kara, kirpan, kachera, kangha, Vaisakhi

## Easter- Palm Sunday/ Last Supper

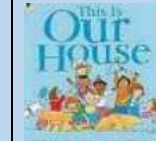
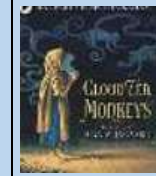
- I can explore what palm Sunday tells us about Jesus
- I can consider a different reaction to Jesus' arrival in Jerusalem
- I can understand the meaning of the Last Supper
- I can reflect on Jesus' actions during the Last Supper
- I can explore interpretations of the Last Supper
- I can explore how Maundy Thursday is recognised by Christians

**Vocabulary:** host, betrayal, chalice, Apostle, salvation, communion, body, blood

## Special Places/ Special Journeys (pilgrimage)

- I can reflect on my own journeys I can explain a bible journey
- I can describe Paul's journey to Damascus
- I can explore Christian pilgrimage
- I can recall the story of Bernadette in Lourdes
- I can explain what pilgrimage means to Christians
- I can understand what hajj means to Muslims
- I can show an understanding of pilgrimage within different religions
- I can understand the rites of passage

**Vocabulary:** Church of Nativity, Acts of the Apostles, missionary, pilgrimage, hajj, Allah, Lourdes, Rites of Passage, Mecca, hijab



- Article 2** - non-discrimination
- Article 12** - respect for the views of the child
- Article 14** - freedom of thought, belief and religion
- Article 22** - refugee children
- Article 30** - children from minority or indigenous groups

- \*Sikhism – food ate in the Langar/5k artwork
- \*Create individual peace message on a tshirt design to display
- \*Interfaith week

# Year 4

## The Bible

- I can understand why the bible is a special book for Christians
- I can explore features of a bible
- I can understand how a bible is organised
- I can explore how Mary Jones showed commitment
- I can explore the significance of bible stories for Christians
- I can show understanding of holy books and compare

**Vocabulary:** Old Testament, New Testament, Psalms, proverbs, gospels, Qu'ran, Torah, worship, sacred

## Angels/Shepherd's Story

- I can explore different images of angels and the importance for believers
- I can consider Christian view of angels
- I can consider Islamic view of angels
- I can explore the role of angels in the Nativity story
- I can explore the role of shepherds in the Nativity story
- I can understand the significance of annunciation

**Vocabulary:** angel, Guardian Angel, halo, jibril, spiritual, Muhammad, annunciation, Messiah, divine light

## Buddhism

- I can evaluate why Siddhartha searched for answers to life's problems
- I can sequence the story of Buddha
- I can explain the Four Noble Truths
- I can consider how the Eightfold Path links to Buddhist lifestyle and values
- I can understand how Buddhists honour Buddha
- I can describe how other faiths show devotion
- I can explore Wesak festival

**Vocabulary:** Buddha, four noble truths, Eight Fold Path, monk, shrine, Wesak, Nirvana Day, sangha, meditation, tripitaka

## Easter- Peter

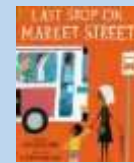
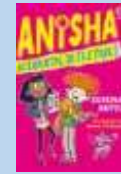
- I can explore who Peter the disciple was
- I can explain Peter's denial
- I can understand how Jesus forgave and why forgiveness is important to Christians
- I can explore Passover
- I can compare Christian and Jewish festivals
- I can review how Peter featured in the Easter story

**Vocabulary:** forgiveness, rejection, resurrection, Garden of Gethsemane, crucifixion, Maundy Thursday, Good Friday, Passover, Sedar meal

## Special people Moses/Abraham

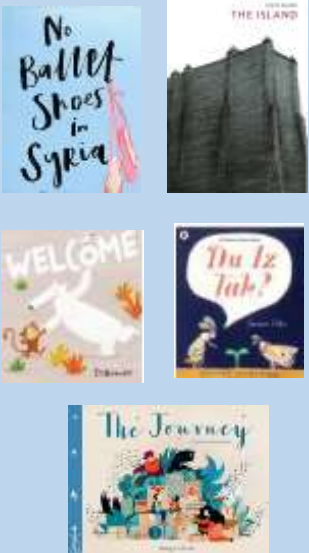
- I can consider who is special to me
- I can consider interpretations of Jesus
- I can explore the miracles of Jesus
- I can explore Moses as a special person and how he was obedient to God
- I can understand Abraham's trust in God
- I can compare the teachings of Buddha and Jesus

**Vocabulary:** Moses, Genesis, pharaoh, Abraham, Isaac, Dharma, burning bush



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- \*Buddhism – Workshop with Buddhist Monk – meditation, music, food
- \*Interfaith week



End of phase skills:	<ul style="list-style-type: none"> <li>Understand that the name 'religion' or 'worldview' is given to systems of belief, practices and values, which share common features such as beliefs, places of worship, festivals, pilgrimage and symbols</li> <li>Understand that different forms of expression play important roles in most religions and cultures</li> <li>Understand that there are some religious /worldview stories about people who set a moral example</li> <li>Understand that moral teaching comes in many forms including proverbs, verses, stories, sayings</li> <li>Understand that religious and nonreligious worldviews provide guidance for their followers on how to live a good life</li> <li>Understand that many people have amazing, puzzling or mysterious experiences with the wonders of nature and other people.</li> </ul> <ul style="list-style-type: none"> <li>Understand that many communities are influenced by their traditional religions and non-religious worldview</li> <li>Understand that families who no longer practice a religion may continue to celebrate religious events</li> <li>Understand that groups of religious and non-religious people tell stories, which reflect the different ways in which they view the world</li> </ul>			
Year 5/6	<p style="text-align: center;"><b><u>Cycle A</u></b> <b><u>Beliefs</u></b></p> <p>I can explain the meaning of belief and why beliefs are important</p> <p>I can understand that different religions form beliefs</p> <p>I can compare beliefs within different religious communities</p> <p>I can explore why people choose to have beliefs</p> <p>I can understand and explain some key beliefs for Christians</p> <p>I can understand and explain key beliefs for Humanists</p> <p><b>Vocabulary:</b> belief, humanism, Nicene Creed, Openness to Divine Commitment, Incarnate, Holy Trinity, predestination</p>	<p style="text-align: center;"><b><u>Cycle A</u></b> <b><u>Islam</u></b></p> <p>I can understand the importance of the prophet Muhammad and how Islam was founded</p> <p>I can understand the purpose and features of a mosque</p> <p>I can understand the importance of prayer for Muslims</p> <p>I can understand the significance of the 5 Pillars of Islam</p> <p>I can understand the importance of Ramadan and Eid</p> <p>I can understand how the Islamic faith, beliefs and practices affects lifestyles</p> <p><b>Vocabulary:</b> Muhammad, Qu'ran, Ramadan, Wudu, Imam, Minaret, Puh, Five Pillars of Islam, sawm</p>	<p style="text-align: center;"><b><u>Cycle A</u></b> <b><u>Choices/Memories</u></b></p> <p>I can reflect on my own memories</p> <p>I can explore how memories can shape the future</p> <p>I can explore reference to memories in the Scriptures</p> <p>I can understand how Rosh Hashanah is a time for reflection</p> <p>I can consider what happens when we die</p> <p>I can explore the after death practice for Muslims</p> <p>I can consider hopes and dreams for the future</p> <p><b>Vocabulary:</b> reincarnation, judgement, Adhan, soul, scriptures, covenant, Book of Deuteronomy</p>	

**Cycle A**  
**Christmas in Art**

- I can explore Christian art
- I can explore Islamic art
- I can explore Nativity art
- I can consider the meaning of Rembrandt's art work
- I can understand the representations of Christmas
- I can create my own Christmas images

**Vocabulary:** *divine, congregation, inspirational, incarnation, Garb, adoration, Christ, subjective*

**Cycle B**  
**Christian faith in Action**

- I can explore fundamental Christian belief in God
- I can show awareness of why people may pray
- I can understand that prayer is an important part of religion
- I can explore how Christian charities affect the lives of others
- I can consider how people have put faith into action
- I can explore how Corrie Ten Boon put her faith into action

**Cycle A**  
**Easter Lent/Promises**

- I can explore sacrifices made during Lent
- I can explore what Lent means to Christians
- I can understand how Christians celebrate Lent
- I can explore what happens in a church during Lent
- I can understand the meanings of the Stations of the Cross
- I can understand commitments made within different religions

**Vocabulary:** Lent, almsgiving, Ash Wednesday, Stations of the Cross, Lenten promise, devotion, penance, abstinence

**Cycle B**  
**Judaism**

- I can understand some facts about Jewish history
- I can describe and explore the importance of a synagogue
- I can discuss features of a Hindu temple and compare to a synagogue
- I can understand the meaning of Shabbat
- I can identify and describe features of Jewish holy days

**Vocabulary:** *covenant, Rabbi, prophet, Bimah, shofar, kippah, orthodox, reform, kosher*

**Cycle B**  
**Precious/Artefacts & Symbols**

- I can explore different values and the importance of worth
- I can understand the importance of feeling precious to God for the believer
- I can explain the importance of the Beatitudes for Christians
- I can explore the importance of symbols for believers
- I can explore the significance of religious items

**Vocabulary:** *gifts of the holy spirit, holy trinity, sacraments, beatitudes, Icthus, reverence, Om, Pujari, Eucharist*

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\*Synagogue visit/  
exploring artefacts  
\*Islamic – exploring food eaten during Eid  
\*Interfaith week

**Vocabulary:** faith, thy kingdom come, Salah, trinity, crucifix, karma, equality, charitable, holocaust, atheist

Cycle B  
**Prophecy**

I can explore the main features of different religions

I can understand the meaning of prophecy

I can explore how the birth of Jesus was prophesised

I can explore what magi gifts symbolise

I can consider the role of the magi

I can explore the revelation and effects of prophecy

**Vocabulary:** prophecy, revelation, Magi, Messiah, gold, frankincense, myrrh, cultural tradition

Cycle B  
**Easter in Art**

I can explore events and emotions depicted during Holy week

I can explore Easter accounts portrayed in the bible

I can explore sorrowful images of Jesus

I can explore joyful emotions from the perspective of Mary Magdalene

I can reflect on joyful emotions portrayed during Holy Week

I can explore the Ascension

**Vocabulary:** Mary Magdalene, joyful, sorrowful, Gospels according to Pontius Pilate, sacrifice, Barabbas, Holy Spirit, ascension, redemption

End of phase skills:

- Understand common features of religion and consider why religion or worldviews are more important to some people
- Understand how different forms of expression can provide wisdom and inspiration for people to understand the beliefs and values of others
- Understand that people may find different meanings in all forms of expression
- Understand that many religions have codes of behaviour and guide people to judge what is the right thing to do
- Understand that there is considerable agreement about what is right and wrong across religious and non-religious groups
- -Understand that many people have amazing, puzzling or mysterious experiences and some people account for these experiences by saying that humans have a spiritual nature
- Understand that many people find that religious rituals provide opportunities for them to make connections with God
- Understand that all religious and nonreligious narratives say a lot about where humans fit into the grand order of things and help people understand issues and find meaning and purpose in their own lives
- Understand that organisations may be inspired by religions and beliefs to make a positive difference in their communities