

The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

Christianity	Nursery	Reception	Key stage One	Key stage Two (lower)	Key stage Two (upper)
Enquiry Question What is the Harvest Celebration all about? What is the Christmas story? What do some Christians do to celebrate Easter?	What is the Harvest Celebration all about? What is the Christmas story? What do some Christians do to celebrate Easter?	Why is the word God so important to Christians? Why do Christians perform Nativity plays at Christmas? How can we help others when they need it? Why do Christians put a cross in an Easter garden? What makes every single person unique and precious? How can we care for our wonderful world?	(1) Why is belonging to God and the Church family important to Christians? (1) What did Jesus teach about God in his parables? (1) Why do Christians pray to God and worship him? (1) How does celebrating Pentecost remind some Christians that God is with them always? (2) Why was Jesus given the name Saviour? (2) Why do Christians trust Jesus and follow him? (2) What are the best symbols of Jesus’ death & resurrection at Easter?	(3) How do Christians show reconciliation with God and others? (3) Why is good stewardship and generous giving important for every Christian? (3) Is the cross a symbol of love, sacrifice or commitment for Christians? (4) How does believing Jesus is their saviour inspire Christians to save and serve others? (4) Why do Christians believe they are people on a mission? (4) What do Christians mean when they talk about the Kingdom of God?	(5) Why is the gospel such good news for Christians? (5) How do Christians show their belief that Jesus is God incarnate? (5) What is the great significance of the Eucharist for Christians? (6) Should believing in the resurrection change how Christians view life and death? (6) How do Heroes of Faith encourage Christians today?
Substantive Knowledge Our substantive knowledge is based on the foundational elements RE and world views. It refers to the established facts, concepts, beliefs, and practices of religious and non-religious traditions.		I know that God is special to Christians. <u>I know that Christians believe that God is special because he created the world</u> I know that the name of God is important to Christians in Church. I know a Bible story where Jesus helps others. <u>I know why Christians believe people are precious to God</u> I know that Christians believe that God wants humans to care for the world	(1) <u>I know that some Christians are baptised to show that they belong to God and the Church.</u> (1) I know that some Christians believe that Jesus told stories to make people feel welcome. (1) I understand what a parable is (1) <u>I know that some Christians believe that messages are given through parables</u> (1) I know that Christians believe that God is the father (1) I know that the Bible teaches us about praying (2) I know some Christians trust Jesus as their leader	(3) I know some stories that Jesus told about reconciliation. (3) <u>I know how the Bible story of The Lost Son teaches reconciliation to Christians.</u> (3) I know some Christian beliefs about God ‘owning everything’ (3) I can explore the idea of Christian stewardship through some biblical stories (4) <u>I know what it means when some Christians call Jesus their ‘saviour’</u> (4) I know that some Christians believe that Jesus brings salvation through the stories he tells. (4) <u>I know what some Christians mean by ‘Mission’</u>	(5) I know why Jesus is good news for some Christians. (5) <u>I know some Gospel stories and how these are good news for Christians.</u> (6) <u>I know that God is a ‘holy mystery’ for some Christians</u> (6) <u>I can explain what the Trinity is to some Christians</u> (6) I know how Jesus’ baptism story is important in explaining the concept of Trinity (5) I know how some Christians show the value of the gospels within their churches. (5) I know how Gospel stories are retold to be relevant for people today. (6) I know how some Christians express belief in the Trinity through their church practices

Make Great Choice. Be our Best.



The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

		I can tell you a story from the Bible about caring for the world I know that God’s name is important in Christian’s everyday life. I know how some Christians ask for help <u>I know some ways that Christian people choose to help others</u> I know some ways Christians show that all people are special to God I know some ways Christians treat people to show they are precious <u>I can explain how some Christians show they care for the world in their community and everyday lives</u>	(2) <u>I know a Bible story that explains why some Christians trust and follow Jesus</u> (1) I know that some Christians belong to a church family. (1) I know how some Christians can be baptised in different ways. (1) I know how belonging to the church family helps in Christian living. (1) I know how ideas about God are passed on through the Christian community (1) I know how ideas about God are passed on through the way Christian’s live (1) <u>I can tell you about Christian prayer and worship</u> (1) I know how some Christians pray and worship in church (1) I know how prayer is part of some Christian’s life (2) I know that some Christians show their trust in Jesus in church (2) I know how some Christians trust and follow Jesus in their daily lives (1) I can tell you what it means to be thankful (2) I understand the concept of trust and faith	(4) I know some Bible stories that explain Christian ideas about mission (4) <u>I know that some Christians believe that Jesus is king</u> (4) I know some Bible stories that explain Christian ideas about the Kingdom of God (3) I can explore the idea of Christian stewardship through practises in Church (3) <u>I can explore the idea of Christian stewardship through how they live their lives</u> (3) I know how some Christians say sorry to God and seek forgiveness in different ways. (3) I know how Desmond Tutu helped people find peace with each other. (4) I know how some Christians live their lives as saviours to others. (mentions Harvest Festival, giving to others) (4) I know church practises that show the Christian ideas about mission (4) I know Christian ideas about mission are shown in how they live their life (4) I know church practises that show the Christian ideas about the Kingdom of God (4) I know Christian ideas about the Kingdom of God are shown in how they live their life (3) I know what reconciliation means in my life. (3) I know what a good steward is (4) I understand the words save, saviour and salvation.	(6) I know how belief in the Trinity affects Christian living (5) I know how and why people want to share good news.
--	--	--	---	--	--

Make Great Choice. Be our Best.



The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

				(4) I understand the meaning of being ‘on a mission’ (4) I know about Kings and Kingdoms	
Harvest Harvest will be covered and discussed in every year group at an age appropriate level during discreet Harvest teaching through Festival matters, worship times, class story and in class conversations. All children will be part of the Harvest festival.	<u>I know how some Christians celebrate at Harvest time</u> I can tell you some foods that grow on a farm (UK) I can tell you what happens on a farm at Harvest time				
Easter The Easter story will be covered and discussed in every year group at an age appropriate level during worship times, class story and in class conversations.	<u>I know that Christians celebrate Jesus</u>	I know the cross is a special symbol for some Christians <u>I can tell you how the cross is related to Easter</u> I can tell you why the cross is an important symbol to some Christians at Easter I can tell you why a bridge might save someone	(1) I know a Bible story where the Disciples feel alone and lost (1) <u>I know what happens in the Bible story of Pentecost</u> (1) I know what Christians mean by ‘Fruit of the Spirit’ (2) I know how symbols and souvenirs help us remember (2) <u>I know some symbols that help me remember the Easter story</u> (2) I know some Bible stories telling Christians about Jesus’ death and resurrection (1) I know how Pentecost is celebrated in church (2) I know how symbols of Easter are used in Church (2) I know how symbols of Easter are used in Christian life (1) I understand the idea of being alone/ lonely	(3) <u>I know what the symbol of the cross means to Christians</u> (3) I know some Bible stories that explain the meaning of the cross (3) I know how the meaning of the cross is shown in Church (3) I know how the meaning of the cross is shown in Christian life (3) I can tell you what sacrifice means	(5) <u>I know the importance of Eucharist or ‘giving thanks’ to God for Christians</u> (5) I know some Bible stories that explain Christian ideas about Eucharist (5) I know church practises that show the Christian ideas about Eucharist (5) I know Christian ideas about Eucharist are shown in how they live their life (6) <u>I understand that believing in resurrection changes things for some Christians</u> (6) I know some Bible stories that explain Christian ideas about Resurrection (6) I know some church practises that show the Christian ideas about Resurrection (6) I know some Christian ideas about Resurrection are shown in how they live their life (5) I understand of thankfulness and thanksgiving (6) I understand the meaning of the word resurrection

Make Great Choice. Be our Best.

The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

Christmas The Christmas story will be covered and discussed in every year group at an age appropriate level during worship times, class story and in class conversations.	<u>I am beginning to learn the Christmas story</u> I know that the baby Jesus' birth was exciting news for some Christians I show excitement for something that is going to happen (Christmas)	I am learning what Jesus is like through Bible stories <u>I am learning that the Christmas story helps some Christians to know how important Jesus is</u> I am learning how some Christians show Jesus' birth is special I am learning some things that Christians do to show how important Jesus is. I recognise people in my community by what they do	(2) I can tell you what I know about Jesus and the Christmas story <u>(2) I know that the bible explains that Jesus will be the saviour</u> (2) I know that advent is the waiting for the saviour (in church practice) (2) I know that some Christians try to be saviours like Jesus (2) I can say when I have been 'rescued' (helped).		<u>(5) I know what incarnation means for some Christians.</u> (5) I know how and why some Christians portray Jesus as God in human form (incarnate) and what questions this raises. <u>(5) I know how Bible stories help Christians to explore incarnation.</u> (God was called 'I am' in old testament – links to Judaism) (5) I know how Jesus is represented in Christian places of worship. (5) I know how the Children Society incarnate the love of Jesus
Big Questions Philosophy	Opportunities through class worship questions Opportunities through class discussions	Opportunities through whole school worship questions and class worship	(1) What is your favourite story? (1) What is the best way to show you are thankful? (1) How do you feel when you are alone? (2) Can you still belong if you are far away? (2) How could you save someone? (2) What kind of person would you want to follow? (2) How does this story make you feel?	(3) What does it mean to repair a broken relationship? (3) What does it mean to take care of something that belongs to someone else? (3) How have you shown commitment to something or someone? (4) Can believing in someone change how you treat others? (4) Can believing in something give your life a purpose? (4) How are different religions similar or different in their ideas of a good world?	(5) Can one message be good news for some people but not others? (5) Do people always show their beliefs through their actions? Why or why not? (5) How can a symbolic action be important to believers? (6) I can compare and contrast concepts within other faiths (6) Should beliefs about life after death change how people live now?
Key vocabulary	Bible, God, Church, Jesus Christmas, Harvest, Easter	God, Christian, Creation Christmas, Nativity Prayer, Pray Cross, Easter Precious, unique Care, Creation, Creator	(1) Belonging, Baptism, Christening, Church Parable, message Prayer, Worship Pentecost (2) Rescue, help, saviour Symbol, death, resurrection Trust, Faith, Follow	(3) Recognition, parable, forgiveness stewardship Sacrifice, love, commitment (4) Saviour, salvation, mission, service, mission, commission, missionaries, Pentecost, Kingdom, Messiah, Kingdom of God	(5) Gospel, Matthew, Mark, Luke, John, Good news, Incarnate, human, divine, Trinity, embody, thankful, Eucharist, communion (6) Trinity- Father/ Son/ Holy Spirit, resurrection, salvation

Make Great Choice. Be our Best.



The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

Judaism	Nursery	Reception	Key stage One	Key stage Two (lower)	Key stage Two (upper)
Enquiry Question			(1) Why is learning to do good deeds so important to Jewish people? (1) Why do some Jewish families say so many prayers and blessings? (2) Why do some Jewish families talk about repentance at New Year? (2) Why is the Torah such a joy for the Jewish community?		(5) What is holiness for Jewish people: a place, a time, an object or something else?
Substantive Knowledge Our substantive knowledge is based on the foundational elements RE and world views. It refers to the established facts, concepts, beliefs, and practices of religious and non-religious traditions.			(1) I can tell you what a Mitzvah is (1) I know that Jewish people are thankful to God for the day of rest (1) I know a Bible story that demonstrates Mitzvot 2) <u>I know that the Jewish festival of Rosh Hashanah is about making new starts.</u> (2) I know that the Jewish story of Jonah is about saying sorry and forgiveness. (2) I know what teshuva is. (2) <u>I know how the Torah brings joy to Jews</u> (2) I know why the Torah is important to Jews (1) <u>I know Mitzvot make some Jewish people feel they belong to God</u> (1) I know baby girls are welcomed to the synagogue as an Mitzvah (1) I know that Jewish people believe that Tikkun Olam is about caring for the World (1) I know how some Jewish people thank and bless God at Sukkot		(5) I can consider the idea of a place being holy (5) I can explore holiness through a story from the Torah (5) I can explore the concept of holy time through Shabbat (5) <u>I understand that Jewish people believe they are responsible for living holy lives</u> (5) I understand the meaning of something being holy

Make Great Choice. Be our Best.



The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

			(1) <u>I can explain why some Jews may pray at home and at the synagogue on Shabbat</u> (2) I can explain how the Torah is shown respect in the Synagogue (2) I know how the Mezuzah is used by Jewish people (1) I can explain what it means to be thankful (2) I know how to say sorry and mean it.		
Big Question Philosophy			(1) Is it still a good deed if no one sees you do it? (1) Do you have to speak aloud for God to hear you? (2) Is saying sorry enough, or do we need to do something more? (2) What object makes you feel joy?		(5) Is holiness about the thing itself, or how people treat it?
Key vocabulary			(1) Jew, Mitzvah, Mitzvot, Torah, Synagogue Sukkah, blessing, prayer, Shabbat (2) Rosh Hashanah, repentance, forgiveness Torah, Simchat Torah, Ark, Mezuzah		Holy, holiness

Make Great Choice. Be our Best.



The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

Sanatana Dharma (Previously known as Hinduism and Hindus)	Nursery	Reception	Key stage One	Key stage Two (lower)	Key stage Two (upper)
Enquiry Question				(4) Why do Sanatanis want to collect good karma? (4) How does the story of Rama and Sita inspire some Sanatanis to follow their dharma?	(6) What spiritual pathways to Moksha are written about in Sanatana Dharma scriptures? (6) How do questions about Brahman and Atman influence the way some Sanatanis live?
Substantive Knowledge Our substantive knowledge is based on the foundational elements RE and world views. It refers to the established facts, concepts, beliefs, and practices of religious and non-religious traditions.	I notice similarities and differences between my family and other people's families. (Through Festival of Light) I look at and comment on rangoli patterns			(4) I know some Sanatanis believe they are responsible for their own actions (4) <u>I know why karma is important to Sanatanis</u> (4) I know some stories that Sanatanis use to live their lives by (4) I know that some Sanatanis believe that good Karma comes through selfless actions (4) I know that some Sanatanis gather good karma through Upanayana (4) I understand the Sanatana Dharma concept of dharma (4) <u>I know why Rama and Sita are inspirational characters to Sanatanis</u> (4) I know the dharma in story of Rama and Sita (4) I know why Sanatanis celebrate the story of Rama and Sita (4) I know the dharma associated with a Sanatana Dharma wedding	(6) I know that some Sanatanis believe there are different pathways to achieve a goal (6) I know a Sanatana Dharma story about a dilemma (6) <u>I know that some Sanatanis believe there are different pathways to Moksha</u> (6) I know a Sanatana Dharma story that presents a dilemma (6) I know some Sanatana Dharma ideas about God, the world and living beings (6) I can explore beliefs about Brahman / Atman in Sanatana Dharma Narrative (6) I know that Sanatanis believe that love and devotion should be a part of their everyday lives (6) <u>I can explore ideas about God in Sanatana Dharma community practice</u> (6) <u>I can explore Brahman / Atman in relation to Sanatana Dharma Living</u>
BIG QUESTIONS Philosophy				(4) Should we do good things even if we don't get anything back? (4) Do we always need rules, or can stories guide us?	(6) Do people need to follow a set path to reach a goal like Moksha? (6) How do beliefs about the self change the way people live?
Key vocabulary	Festival of Light, Rangoli pattern			(4) Sanatana Dharma, Sanatana Dharma, Sanatani, Karma, dharma, Rama and Sita	(6) Moksha, Krishna, Brahman, Atman, supreme being

Make Great Choice. Be our Best.



The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

Islam	Nursery	Reception	Key stage One	Key stage Two (lower)	Key stage Two (upper)
Enquiry Question			(2) How do some Muslims show Allah is compassionate and merciful?	(3) How does a Muslim show their submission and obedience to Allah? (3) Why do some Muslims call Mohammed the 'seal of the prophets'?	(5) What does the Qur'an reveal about Allah and his guidance? (5) How does Tawhid create a sense of belonging in the Muslim community?
Substantive Knowledge Our substantive knowledge is based on the foundational elements RE and world views. It refers to the established facts, concepts, beliefs, and practices of religious and non-religious traditions.			(2) <u>I know some Muslim stories about caring</u> (2) I know that some Muslims show compassion by fasting at Ramadan (2) I know that some Muslims live out compassion at Eid-ul-Fitr (2) I know what compassion means	(3) I know some Muslim stories which teach about obedience and submission (3) <u>I know what the character of Muhammad (the final prophet) is like</u> (3) <u>I know a Muslim story that tells of Muhammad's role as the final prophet</u> (3) I know why obedience/ submission is important to Muslims (3) I know some ways Muslims show submission and obedience in their prayer rituals (3) <u>I know how some Muslims show obedience and submission to Allah in their everyday lives</u> (3) I know how Mohammed is represented within a Mosque. (3) I know how Muslims show love and respect for the Prophet in their everyday lives (3) I can explain what 'willing obedience' means (3) I know what prophet hood means	(5) <u>I know that Muslims believe in the Qur'an as revelation</u> (5) I know how the Qur'an was revealed to Mohammed (5) I know that the greatest revelations from Allah are delivered through the Qur'an (5) I know that tawhid is the centre of Muslim faith (5) I know how tawhid is represented in Muslims stories/ Quaranic text (5) I know some ways that Allah's guidance helps Muslims live their lives (5) I know one thing can have an effect which spreads (5) <u>I know how the 5 pillars of Islam unite Muslim community.</u> (5) I know the meaning and use of the words reveal/ revelation
BIG QUESTIONS Philosophy			(2) How can fasting help someone understand others who are in need?	(3) I wonder if it is ever okay to disobey? (3) If someone tells you it is the final answer, should I be able to question it?	(5) Why do people trust holy books as guidance? (5) How can sharing one belief bring people together?
Key vocabulary			(2) Compassion, mercy, Prophet Mohammed, Allah	(3) Muslim, Obedience, Allah, Serve, Submission, rituals, Prophethood (4) Muslim, Prophethood, Shahadda	(5) Revelation, Qur'an, Allah, Tawhid, Kaaba, 5 pillars

Make Great Choice. Be our Best.



The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

Buddhism	Nursery	Reception	Key stage One	Key stage Two (lower)	Key stage Two (upper)
Enquiry Question				(4) How does the Triple Refuge help Buddhists in their journey through life?	
Substantive Knowledge Our substantive knowledge is based on the foundational elements RE and world views. It refers to the established facts, concepts, beliefs, and practices of religious and non-religious traditions.				(4) <u>I can explain the idea of taking refuge in Buddhism</u> (4) I know how some Buddhists would take refuge in Buddha (4) I know how some Buddhists would take refuge in Dharma (4) I know how some Buddhists would take refuge in Sangha (4) I can explain the meaning of refuge	
BIG QUESTIONS Philosophy				(4) Can you be a good person without following anything?	
Key vocabulary				(4) Refuge, Triple refuge - Dharma, Buddha Sangha	

Make Great Choice. Be our Best.



The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

Sikhi	Nursery	Reception	Key stage One	Key stage Two (lower)	Key stage Two (upper)
Enquiry Question				(3) How does the teaching of the gurus move Sikhs from dark to light?	
Substantive Knowledge Our substantive knowledge is based on the foundational elements RE and world views. It refers to the established facts, concepts, beliefs, and practices of religious and non-religious traditions.				(3) I know who Guru Nanak is (3) I know how Nanak became a guru (3) I know what the Guru Granth Sahib is (3) <u>I know how listening to the true guru moves some Sikhis from dark to light</u> (3) I understand the concept of moving from ‘dark to light’	
BIG QUESTIONS Philosophy				(3) What might “darkness” represent in terms of behaviour or feelings?	
Key vocabulary				(3) Guru, Sikhi, Sikh, Guru Granth Sahib, Mool Mantar Gurdwara, Langar	

Make Great Choice. Be our Best.



The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

Humanism	Nursery	Reception	Key stage One	Key stage Two (lower)	Key stage Two (upper)
Enquiry Question					(6) Why do Humanists say happiness is the goal of life?
Substantive Knowledge Our substantive knowledge is based on the foundational elements RE and world views. It refers to the established facts, concepts, beliefs, and practices of religious and non-religious traditions.					(6) I can explore some Humanists texts and quotations (6) I know why happiness is important for Humanists (6) I can explore some Humanist life ceremonies (6) I can explore aspects of happiness in some Humanist decision-making (6) I can understand what happiness is
BIG QUESTIONS Philosophy					(6) Is happiness the most important goal in life?
Key vocabulary					(6) Humanism, non-religious

Make Great Choice. Be our Best.



The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

Disciplinary concept	Nursery Notice & Describe	Reception Name, Wonder & Compare	Key stage One Question, Connect, Explain & Empathise	Key stage Two (lower) Reason, Connect & Compare	Key stage Two (upper) Evaluate, Interpret, Contrast & Justify
Our disciplinary concepts are based on the disciplines of: Theology, Sociology and Philosophy These will include skills in: emotional intelligence, empathy, personal reflection and critical thinking skills. There is clear progression from: - Concrete → abstract - Single religion → multi-faith comparison - Knowledge → evaluation	I can describe some special stories I notice differences between people I notice similarities between people I can describe my likes and dislikes I notice my own feelings I can describe my own experiences	I can name some special people I can name some special places I can name some special symbols I can retell some special stories I can compare special stories I can name similarities and differences I can compare how people practise what they believe I can ask simple “I wonder...” questions I can name my feelings I can name some things I am passionate about I can compare different views I can begin to make my own choices	I can make connections between stories I can explain why places are special I can explain why stories are special I can explain why symbols are special I understand some ways that people may connect and belong I can give examples of how people practise what they believe I can connect ideas to real-life situations I can ask simple questions I can begin to give a reason for my answer I can connect stories to my own life I can begin to give a reason for my feelings I can begin to empathise with different viewpoints I can give some simple reasons for my choices	Explain meanings behind stories and beliefs I can compare similarities between special places, symbols and stories I can begin to ask questions of a text to help me understand the meaning I can begin to give reasons for why people act and behave the way they do I can connect peoples’ beliefs to their behaviour and actions I can give examples of some ways that people may connect and belong I can give a reason for my feelings I can give reasons for my ideas by using examples I can give a reason why I connect with a story I know how to empathise with other viewpoints I can ask questions to deepen my understanding I can give a reason for my answer	I can begin to interpret stories I can contrast differences between special places, symbols and stories I can ask questions of a text to help me interpret the meaning I can begin to evaluate some ways that I may help people connect and belong I can compare beliefs across different faiths and how it may affect their actions I can begin to interpret why people act and behave the way they do I can ask ‘Big Questions’ I can justify my answer (with evidence) I can evaluate how a story impacts on my life I can evaluate my feelings I can begin to identify other viewpoints

Make Great Choice. Be our Best.



The Heath Academy Trust

Religious Teachings, World views, Values and Festivals Learning Sequence

At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” Through RE, pupils are equipped with the knowledge, understanding and reflective skills they need to flourish as thoughtful, compassionate and informed individuals in a diverse world.

Theology → What do people believe? **Sociology** → How do they live it out? **Philosophy** → What questions does it raise? **Bridging Links** → How can I make connections?

The 7 pillars of our curriculum- taught across Christianity, World views, Values and Festivals						
Belonging, Identity & Community	God / Ultimate Reality (Theology)	Living Out Beliefs (Practice & Ethics – Sociology)	Story, Scripture & Meaning	Big Questions & Personal Reflection (Philosophy)	Values & Character Development	Symbolism & Expression (Festivals & Rituals)
<i>What does it mean to belong—to God, to a community, and in the world?</i>	<i>Who or what is ultimate reality, and how is it understood?</i>	<i>How do beliefs influence how people live and act?</i>	<i>How do stories and sacred texts shape belief and understanding?</i>	<i>How do we make sense of life’s big questions?</i>	<i>How is the schools’ Christian vision lived out through this curriculum?</i>	<i>How do people express beliefs through symbols, rituals, and celebrations?</i>
This starts very simply and becomes more complex over time. EYFS: “I am special... people are unique and precious” KS1: Belonging to God, Church, family, community KS2: Belonging through practices (e.g. Church, Ummah, Sangha, Jewish community) UKS2: Belonging through belief systems (e.g. Tawhid, covenant, Trinity)	Pupils build an increasingly sophisticated understanding of God or ultimate reality. EYFS: God as creator, loving, special KS1: God as Father, Jesus as Saviour KS2: Trinity, Kingdom of God, incarnation UKS2: Abstract concepts (Trinity, Brahman/Atman, Tawhid)	There is a strong emphasis on how beliefs shape actions. EYFS: caring, helping, being kind KS1: prayer, worship, helping others KS2: stewardship, mission, obedience, karma, dharma UKS2: moral decision-making, life purpose	Stories are central and deepen in interpretation over time. EYFS: simple Bible stories KS1: parables and meanings KS2: interpreting stories (e.g. Lost Son, Rama & Sita) UKS2: analysing texts (Gospels, Qur’an, Torah)	This is one of the strongest threads—explicitly mapped. EYFS: “What do I like?” “I wonder...” KS1: belonging, helping, feelings KS2: commitment, purpose, morality UKS2: life after death, truth, meaning, happiness	At the heart of our Religious Education curriculum is our Christian vision: “Make great choices. Be your best.” School values are woven throughout. Respect Peace Kindness Hope Trust Friendship	Pupils move from recognising to interpreting symbolism. EYFS: festivals (Christmas, Harvest) KS1: symbols (cross, nativity) KS2: meaning behind symbols (Eucharist, resurrection) UKS2: symbolic action and theology

Make Great Choice. Be our Best.