

RE Learning Journey

Year R

Automaticity -
The ability to use some skills with such ease as they no longer require active thinking

Pupils encounter religions and worldviews through exploring special people, books, times, places and objects. They listen to and talk about religious stories. Pupils are introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices and forms of expression. They can ask questions and reflect on their own feelings and experiences, they use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live. Throughout the year children celebrate key concepts such as 'festival' or 'new beginnings'

Year 1

Term 1: Books and stories in Christianity

Pupils begin to understand how the Bible and the stories it contains influences the way Christians lead their lives. The focus is on the importance of the Bible and its teachings to people of the Christian faith and the impact it has on their beliefs and practices. Pupils will begin to understand what stories are found in the Old Testament and why they are important to believers, and to think for themselves about questions to do with stories and why some are sacred and important in religion. Pupils are encouraged to consider what can be learned from these stories and how they affect people's beliefs, with examples and teaching referring to their own experiences, beliefs and values.

Term 2: Special times in Hinduism

The focus is on family celebrations, and most notably, Diwali as it occurs during this time of year.



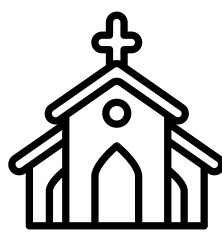
Precision -
The ability to work effectively within the rules of a domain

Term 3: Who is Jesus and why is he important?

Following on from Christmas, this unit looks at the person of Jesus, the founder of Christianity and why he is a special person for Christians. It will be based on the gospel of Mark and look at some of the miracles that Jesus did and the stories that he told. The children will talk about people who are special to them and explore why Jesus is special to Christians.

Term 4: Places in Christianity

Pupils will learn about a place of worship as a special, sacred, place - a space in which to worship God. The focus is on identifying the key features of places of worship within Christianity and what purpose they serve. The pupils will be asked to think for themselves about questions to do with special places and worship and will be encouraged to identify similarities and differences between places of worship within Christianity. Pupils are encouraged to consider what can be learned from looking at the way of life of other people, their beliefs and community life, together with examples and teaching referring to their own experiences, beliefs and values.



Term 5: The family in Christianity

This unit explores how Christians live out their beliefs in their daily lives. It explores what Christian families do when they go to church, and why. It also looks at what they might do in their own homes because of their beliefs.

Term 6: Special places in Hinduism

Following on from their introduction to Hinduism in Term 2, the children will explore special places in Hinduism. They will reconsider their own special places in more detail and identify its special features. They will then go on to explore about Mandirs and how these are special places for Hindus.



Year 2

Term 1: Questions about God!

Children will explore the concept of God for themselves and consider what this concept might mean for Christians. The focus is on pupils exploring the concept of God for themselves through asking questions and using metaphors to help understand the characteristics of God. Pupils are encouraged to consider what can be learned from beliefs about God by listening to stories and referring to their own stories, beliefs and values.

Term 2: How do Hindus worship God at home?

This unit continues the study of Hinduism, alongside Christianity, that is the focus for KS1. It will focus on how Hindus worship at home and how these practices impact the everyday lives of Hindus.



Term 3: The family in Hinduism

Following on from the previous term's study on Hinduism, the children will continue to explore how Hinduism impacts the life of a Hindu family. They will learn how Hindus mark significant times within a family such as birth and marriages. They will also explore the significance of hospitality and dhumsa (non-violence)

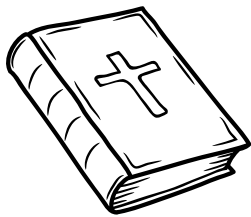
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Term 4: Easter: More than Easter Eggs?

The children will learn how the stories connected about Jesus are associated with Easter. They also find out and explore why these stories are important to Christians and how Easter is celebrated today as a result.

Term 5: People in Christianity

Pupils begin to understand the idea of being inspired. The unit uses stories from Christianity to enable learning about Jesus as an inspirational leader to Christians in the past, including Saint Francis, and to Christians today, and allows children to reflect on whom or what inspires them. The focus is on the idea of inspiration, which will be taught through stories and activities that enable children to think about their own lives and experiences.



Term 6: Family Ties

This unit enables pupils to begin to explore the idea of celebration, by first considering what a celebration involves before going on to find out about the customs and rituals associated with the Hindu celebration of Raksha Bandhan. The focus is on how people's beliefs are expressed in celebrations and the importance of family in religions. Pupils will engage in activities that will allow them to begin to understand why celebrating is important to people, particularly in this case to Hindus. They will also be encouraged to think for themselves about questions to do with the importance of different people in their family and how they show their appreciation of this importance.

Pupils are encouraged to consider what can be learned from the customs and rituals associated with the celebration of Raksha Bandhan, referring to their own experiences, beliefs and values.

Year 3

Term 1: Why is Jesus an inspirational leader for some people?

This unit enables pupils to begin to understand why and how Jesus is inspiring to Christians. Pupils use stories from the Bible to reflect on what made/makes Jesus an inspiration to some people. Christianity will be seen as a living religion relevant to many people around the world today.

The focus is on the concept of inspiration and pupils will be encouraged to think for themselves about questions to do with the impact this has on the life of people inspired by Jesus.

Pupils are encouraged to consider what can be learned from these Bible stories by referring to their own experiences, beliefs and values.

Term 2: Is Christmas a festival of light or love?

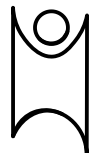
This unit encourages pupils to consider the meaning of Christmas for Christians. The focus is on the importance of Jesus to Christians and the symbolism of light in the celebration of his birth. Children will begin to understand why Jesus is so special to Christians and just what Christians are celebrating at Christmas. Pupils are encouraged to consider what can be learned from the Christmas story, and how this story affects the beliefs of Christians.

Term 3 & 4: What is important to a Sikh in Britain today?

This unit enables pupils to learn about what is important to Sikhs in Britain today, relating this to the origins of the Sikh faith. Pupils will have the opportunity to explore some of the ways in which Sikhs express their faith. The focus is on how beliefs impact on a Sikh's way of life. Pupils will be expected to think for themselves about questions to do with community, values and commitment. Pupils are encouraged to consider what can be learned from Sikh beliefs and practices and from concepts such as equality, authority and sharing, whilst referring to their own experiences, beliefs and values and the points of connection or difference between them.



Year 4



Term 1: What matters most to Humanists and Christians?

This unit enables pupils to identify values in human life and to think about their own values, with special reference to Christianity and Humanism. The focus is on the ways in which stories communicate values, and the ways in which values make a difference to our lives. Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values that people share, and the fact that not all values are shared. Pupils are encouraged to consider for themselves what can be learned from Christian and Humanist ideas and, at every point, are encouraged to explore examples and teaching referring to their own values, in the light of other people's ideas.

Term 4: Prayer

This unit enables pupils to investigate the importance of prayer to Jews and Muslims, making links between the two faiths and the experiences of the pupils. The focus is on the role of prayer in the life of Jews and Muslims and how this impacts on their life.



Term 5 & 6: Christianity in action

Pupils will begin to understand how the Christian faith responds to global issues of human rights, fairness and social justice. The focus is on the way Christian teaching impacts on the beliefs and practices of Christians. Children will engage in activities that will allow them to explore the relationship between what a person believes and what they do, drawing on their own experiences and those of other people, including Christians.



Term 2 & 3: Islam

In Year 4, students will explore the rich cultural and spiritual traditions of Islam, gaining an understanding of its core beliefs, practices, and significance to millions of people around the world. Pupils will learn about key aspects of Islam, including the Five Pillars, the importance of the Qur'an, and the life of Prophet Muhammad (peace be upon him). By fostering curiosity and respect, this learning will aim to build awareness of the values of compassion, community, and faith, encouraging inclusivity and mutual understanding within our diverse society.



Term 5 & 6: Whose world is it anyway?

This unit enables pupils to explore the question about how the world was created and issues around the relationship between humans and the environment. They will consider the teachings of a number of religions as well as their own beliefs. They will learn about the beliefs of Christians, Jews, Muslims and Hindus as well as exploring scientific views about how the world began. They will focus on how the beliefs that faiths hold may determine how followers relate to, and care for, the natural world. They will consider a variety of views conveyed through text such as different creation stories, Psalms, songs and poetry. Pupils will be encouraged to think for themselves about how and why the natural world is important to them and why they should care about what happens to it. They will be enabled to develop their understanding of how people's beliefs affect their actions and relate what they learn to their own questions of values and commitments.

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Year 5

Term 1 & 2: Stories of Faith

This unit focuses on why the ancient stories of the Bible are still so significant for Christian communities today. The unit enables pupils to enjoy some great stories and also to explore and reflect on the deeper meanings contained within them. It enables them to creatively explore the ways these stories speak today about relationships, safety and danger, vulnerability and beliefs about the 'hand of God' in human life.

This unit will use four stories from Genesis to explore questions of identity, mystery, family and giving thanks. Exploring some beliefs about God in the stories and in the Christian community, pupils will be able to clarify their own understanding of the questions. Pupils will consider the impact of the beliefs about God which the stories show.

Term 5: Religions in our community

This unit provides breadth and balance, and reference to all of the six principal religions in the UK. There is an emphasis on attitudes of respect, and discussion about what this means for the class and the school. Pupils are encouraged to consider what can be learned from examples of their own experience and from the teaching of different religions and beliefs about the value of respect for all.

Year 6

Term 1 & 2: Buddhism

Children will learn how Buddhists live and celebrate important occasions in their faith. They will explore the Buddhist community and develop an understanding of the greater community we belong to. Symbolism is an important aspect of Buddhism; therefore children will learn the major symbols of this tradition, while exploring the importance of symbolism in other faiths.

Term 5: Peace

This unit enables pupils to consider what the concept of peace means for religious and nonreligious people and for themselves. The focus is on exploring how and why peace might be important in people's lives and how some, including those from different faiths, might pursue or promote peace in a variety of different ways. Pupils will be encouraged to think for themselves about questions to do with what peace is and why it might be important in their own lives and in the world as a whole.

Big picture thinking

The ability to work with big ideas and holistic concepts

Term 3 & 4: Hinduism

This unit introduces pupils to some of the key concepts of Hinduism. It looks at the Hindu belief in a Supreme Being (God) and how this belief is conveyed through practices and worship. The unit uses active learning styles and strategies to help pupils to understand the place of ritual and festival in Hindu life, making links to their own experience of religious or family celebrations. It encourages pupils to look below the surface of religious story and practice to think about the underlying religious beliefs and ideas. The unit has a global dimension: considering Hindu practices and festivals in India and in the UK and how they are similar and different.



Enquiring

The ability to be curious; be willing to be proactive; keen to learn; show enterprise and think independently

Term 6: Special people in Christianity

In this unit, the children will explore how he, and others, were impacted by the teachings of Christ and also explore what motivates their actions.



Practice

The ability to train and prepare through repetition of the same processes in order to become more proficient

Terms 3 & 4: The Torah

Children will embark on an engaging exploration of the Torah, the central and most sacred text in Judaism. This learning journey aims to deepen their understanding of its significance, teachings, and historical context while fostering respect for diverse cultures and religious traditions. Children will:

Discover the origins of the Torah, its role in Jewish life, and how it is studied and revered, examine key stories, laws, and moral teachings from the Torah, exploring their relevance and impact on both ancient and modern societies, learn about the physical Torah scrolls, including their craftsmanship, language (Hebrew), and the traditions surrounding their use in worship and study. Reflect on universal values such as justice, kindness, and community that resonate through the Torah's teachings.

Term 6: Words of Wisdom

This unit uses examples of 'words of wisdom' from Sikhs, Christians and Muslims to enable pupils to think about sources of guidance or wisdom in their own lives. Stories and sayings from the religions are used, for the opportunity they provide for pupils to reflect on their own experiences. The unit has a reflective nature and uses 'experiential' methods for learning such as stilling, guided stories and guided reflections to enable pupils to learn from religion in a way that has opportunities for spiritual development at the heart.

