

MMP RE Sequencing Map Knowledge and Skills

RE Strand	EYFS Discovering	KS1 Exploring	KS2 Connecting
<p>Believing: Religious beliefs, teachings, sources, questions about meaning, purpose and truth.</p>	<p>Building on Prior learning children will:</p> <ul style="list-style-type: none"> • Be able to explain and identify special stories. • Be able to explain who is special in their lives and why. • Be able to explore different religions. 	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. • Be able to Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. • Be able to recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to describe and make connections between different features of the religious and nonreligious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. • Be able to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • Be able to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

<p>Expressing: Religious and spiritual forms of expressing; questions about identity and diversity.</p>	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to talk about which places are special to them. • Be able to discuss what times are special. • Be able to explore religious symbols. 	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to community might make. • Be able to observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. • Be able to notice and respond sensitively to some similarities between different religious and non-religious worldviews. 	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to observe and understand varied examples of religious and nonreligious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Be able to Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. • Be able to observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews
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<p>Living: Religious practices and ways of living; questions about values and commitments.</p>	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to talk about which values are important. • Be able to retell religious stories and events making connections with personal experiences. • Be able to talk about our world. 	<p>Building on prior knowledge children will:</p> <ul style="list-style-type: none"> • Be able to explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. • Be able to find out about and respond with ideas to examples of cooperation between people who are different. • Find out about questions of right and wrong and begin to express their ideas and opinions in response. 	<p>Building on prior knowledge children will:</p> <ul style="list-style-type: none"> • Be able to discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. • Be able to Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. <p>Be able to Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their ow ideas clearly in response.</p>
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Knowledge and Facts –

EYFS

Understanding the World

ELG People, Culture and Communities

Children at the expected level of development will:

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Which stories are special and why.	Which people are special and why.	What places are special and why.	What times are special and why.	Where we belong.	What is special about our world.

KS1 & KS2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	What does it mean to belong to a faith?	How and why do we celebrate special and scared times? Focus on celebrations of the children in the class.	Who is a Christian and what do they believe?		What makes some places scared?	
Year 2	How should we care for others and the world and why does this matter?	How and why do we celebrate special and scared times? Focus on different festivals.	Who is a Muslim and what do they believe?	Who is Jewish and what do they believe?	What can we learn from scared books?	
Year 3	What does it mean to be a Christian in Britain today?		What do different people believe about God?	Why are festivals important to religious communities? Focus on different festivals of the children.	Why do some people pray?	Why is the bible so important for Christians today?
Year 4	What does it mean to be a Hindu in Britain today?		What can we learn from religions and worldviews about deciding what is right and wrong?	Why is Jesus inspiring to some people?	Why are festivals important to religious communities? Eid focus	Why do some people do some people think that life is a journey and what significant experiences mark this?
Year 5	Why do some people believe God exists?	If God is everywhere why go to a place of worship? Possible church visit and the Mandir.	What would Jesus do? Can people live by the values of Jesus in the twenty first century?		What does it mean to be a Muslim in Britain today?	
Year 6	Is it better to express your beliefs through art and architecture or through charity and generosity?	What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?	What matters most to Christians and Humanists?		What do religions and worldviews say when life gets hard?	

