



## KNOWLEDGE SEQUENCING DOCUMENT– RELIGIOUS EDUCATION

AGREED SYLLABUS/ EARLY LEARNING GOALS		WHAT IS LEARNED – AGREED SYLLABUS BREAKDOWN		HOW WILL THEY LEARN THIS?	HOW DO WE KNOW IT HAS STUCK?
FS	Know some similarities and differences between different religious and cultural communities in this country.	FS	Know some buildings and places connected with religion in the local community. Know about faith leaders connected with religion in the local community. Know how some religious festivals are celebrated in Britain and across the world. Know some religious stories.	Through discussion, books, videos and play. (See document: RE in EYFS.)	Co-ordinator and SLT Learning Walk Report; portfolio work.
KS1	Knowing about and understanding a range of religions and worldviews (with a focus on <i>Christianity and Islam</i> ), learning to see these through the disciplines of theology, philosophy and social sciences.	1/2	Know some places of worship, <b>what happens in these and how symbols and artefacts are used in each.</b> Know what happens at festivals, <b>ceremonies and rituals, including the beliefs behind these.</b> <b>Know different core beliefs and practices.</b> Know some religious and <b>moral stories and how they influence people.</b> <b>Know about examples of co-operation between people who are different.</b> <b>Know some responses (from different worldviews) to big questions.</b>	Through the RE Agreed Syllabus Y1/2 Units of Learning.	Co-ordinator and SLT Learning Walk Report; portfolio work.
KS2	Knowing about and understanding a range of religions and worldviews (with a focus on <i>Christianity, Islam and Hinduism [Sanatana Dharma]</i> ), learning to see these through the disciplines of theology, philosophy and social sciences.	3/4	<b>Know how people express identity and spirituality through symbols and actions.</b> Know the beliefs that <b>underpin</b> different festivals/celebrations, <b>forms of worship</b> and rituals including <b>connections between these.</b> <b>Know key concepts/beliefs underpinning different faiths.</b> Know some of the <b>links between different</b> religious/sacred texts. <b>Know some ideas about the ways in which diverse communities can co-operate and live together.</b> Know some religious and non-religious <b>answers to challenging questions.</b>	Through the RE Agreed Syllabus Y3/4 Units of Learning.	Co-ordinator and SLT Learning Walk Report; portfolio work.
		5/6	Know how people express <b>beliefs</b> , identity and spirituality through symbols and actions. Know the beliefs that underpin different festivals/celebrations, forms of worship, rituals and <b>pilgrimage</b> , including connections between these. Know key concepts/beliefs underpinning different faiths, <b>linking sources of authority to belief.</b> Know the links between different religious/sacred texts and <b>how those faith teachings influence communities and societies.</b> <b>Know some of the challenges of commitment to a faith community and why belonging to a community may be valuable.</b> Know some religious and non-religious answers to challenging and <b>ethical</b> questions, including what is <b>just and fair.</b>	Through the RE Agreed Syllabus Y5/6 Units of Learning.	Co-ordinator and SLT Learning Walk Report; portfolio work.



## **APPENDIX I**

### **Associated content**

<b>EYFS</b>	<i>Local memorials, charities and places of worship; local faith members; Harvest, Christmas, Easter, Diwali, Eid.</i>
<b>KS1</b>	<i>Termly units of learning (2-yearly cycle) from Hull and East Riding Agreed Syllabus for Religion and Worldviews 2022</i> <a href="http://www.hereforschools.co.uk/page/19378">www.hereforschools.co.uk/page/19378</a> The focus for each of these will vary according to local community demographics and ‘enquiry’ model of teaching, but will always cover the key areas of understanding, key content question(s) and vocabulary for the focus religions in each key stage.
<b>KS2</b>	<i>Termly units of learning (2-yearly cycle) from Hull and East Riding Agreed Syllabus for Religion and Worldviews 2022</i> <a href="http://www.hereforschools.co.uk/page/19378">www.hereforschools.co.uk/page/19378</a> The focus for each of these will vary according to local community demographics and ‘enquiry’ model of teaching, but will always cover the key areas of understanding, key content question(s) and vocabulary for the focus religions in each key stage.

