

Long Term Sequence of the teaching of substantive concepts at Dussindale (RE)

	Stories and Symbols	Beliefs	Celebrations/Festivals	Community and Belonging	Salvation	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. <p>Understanding of the World</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. <p>RE Units</p> <p>What is right? What is wrong? What is good? (Harvest, Christianity) How do people celebrate? (Diwali, Christmas) What is the story of Noah? (Christianity) Why do people tell the story of Easter? (Christianity) What do people wear for Eid al-fitr? (Islam) What makes a church special? (Christianity)</p>	<p><i>How do festivals/celebrations bring people together?</i> Celebrations/Festivals</p>	<p><i>How did the universe come to be?</i> Beliefs Stories and Symbols</p>	<p><i>How can Brahman be everywhere and in everything?</i> Beliefs Stories and Symbols</p>	<p><i>How special is the relationship Jews have with God?</i> Beliefs Community and Belonging</p>	<p><i>How do Hindus make sense of the world?</i> Beliefs Salvation</p>	<p><i>How do beliefs shape identity for Humanists?</i> Beliefs Community and Belonging</p>
	<p><i>How does the Christian Nativity story teach us about the meaning of gifts?</i> Celebrations/Festivals Beliefs</p>	<p><i>Why is light an important symbol?</i> Stories and Symbols Celebrations/Festivals</p>	<p><i>Has Christmas lost its true meaning?</i> Celebrations/Festivals Stories and Symbols Salvation</p>	<p><i>What is the most significant part of the Nativity Story for Christians today?</i> Celebrations/Festivals Stories and Symbols Salvation</p>	<p><i>Are angels real?</i> Celebrations/Festivals Stories and Symbols Beliefs</p>	<p><i>Is the Christmas story true?</i> Stories and Symbols Celebrations/Festivals Beliefs</p>
	<p><i>Why do people have different views about God?</i> Community and Belonging Beliefs</p>	<p><i>How do worship gatherings give Christians a sense of identity and belonging?</i> Community and Belonging Stories and Symbols</p>	<p><i>What does it mean to be Muslim?</i> Beliefs Community and Belonging Celebrations/Festivals</p>	<p><i>What do we mean by 'truth'?</i> Beliefs</p>	<p><i>What does it mean to be part of a global religious/worldview community?</i> Community and Belonging</p>	<p><i>What makes a religion a religion?</i> Community and Belonging Beliefs Celebrations/Festivals</p>
	<p><i>What might Christians learn from the Easter story?</i> Salvation Community and Belonging</p>	<p><i>What do Christians say God is like?</i> Beliefs Community and Belonging</p>	<p><i>Is forgiveness always possible for Christians?</i> Salvation Beliefs</p>	<p><i>Why do Christians call the day Jesus died 'Good Friday'?</i> Salvation Stories and Symbols</p>	<p><i>How significant is it for Christians to believe that God intended Jesus to die?</i> Salvation Beliefs</p>	<p><i>Is anything ever eternal?</i> Beliefs Salvation</p>
	<p><i>What happens in the life of a Hindu child?</i> Community and Belonging Beliefs</p>	<p><i>How do we make the right choices?</i> Community and Belonging Beliefs</p>	<p><i>How important is it for Jewish people to do what God asks them to do?</i> Stories and Symbols Beliefs Celebrations/Festivals</p>	<p><i>How do people make moral decisions?</i> Community and Belonging Beliefs</p>	<p><i>Is being happy the greatest purpose in life?</i> Community and Belonging</p>	<p><i>Does belief in Akhirah (life after death) help Muslims to lead good lives? (double unit)</i> Beliefs Community Salvation</p>
	<p><i>What questions do religious stories make us ask?</i> Stories and Symbols</p>	<p><i>What did Jesus teach? Is it possible to be kind to everyone all of the time?</i> Salvation Beliefs Stories and Symbols</p>	<p><i>Are there miracles or is there some other explanation?</i> Stories and Symbols Beliefs</p>	<p><i>Can the Buddha's teachings make the world a better place?</i> Beliefs Community and Belonging Stories and Symbols</p>	<p><i>How do Buddhists explain the suffering in the world?</i> Beliefs Community and Belonging</p>	
	Subject Disciplinary Knowledge-Thinking as a theologian					

Inquire, Contextualise, Evaluate, Communicate, Apply
Subject Disciplinary Knowledge–Thinking as a philosopher
Analyse, Connect, Understand, Question
Subject Disciplinary Knowledge – Thinking as a social scientist
Consider, Recognise, Find evidence

Long Term Sequence EYFS to KSI

EYFS Curriculum	Key Vocabulary in EYFS	Examples of how this achieved in EYFS	RE in KSI
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. 	<p>Right Wrong Good Christian/Christianity Harvest</p>	<ul style="list-style-type: none"> • Children learn about the perspectives of others (Christians, Hindus, Muslims) • Children take part in Whole School RE assemblies about religious/global worldview celebrations/festivals • Children learn that there are some similarities and differences between religions 	<p>RE Units:</p> <ul style="list-style-type: none"> • How do festivals/celebrations bring people together? • How does the Christian Nativity story teach us about the meaning of gifts? • Why do people have different views about God? • What might Christians learn from the Easter story? • What happens in the life of a Hindu child? • What questions do religious stories make us ask?
<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps 	<p>Diwali Hindu/Hinduism Christmas Noah Ark Easter Jesus God Eid al-fitr Muslim/Islam Clothes</p>	<p>Adult led: What is right? What is wrong? What is good? (Harvest, Christianity) Continuous provision: Harvest (Christianity)</p> <p>Adult led: How do people celebrate? (Diwali, Christmas) Continuous provision: Diwali/Christmas</p> <p>Adult led: What is the story of Noah? (Christianity) Continuous provision: Noah’s Ark (small world)</p>	<p>Children learn the concepts of:</p> <ul style="list-style-type: none"> • Stories and symbols • Beliefs • celebrations/festivals • Community and belonging • salvation
<p>RE Units</p> <p>What is right? What is wrong? What is good? (Harvest, Christianity) How do people celebrate? (Diwali, Christmas) What is the story of Noah? (Christianity) Why do people tell the story of Easter? (Christianity) What do people wear for Eid al-fitr? (Islam) What makes a church special? (Christianity)</p>	<p>Celebration Church Special Believe/belief Bible</p>	<p>Adult led: Why do people tell the story of Easter? (Christianity) Continuous provision: Easter</p> <p>Adult led: What do people wear for Eid al-fitr? (Islam) Continuous provision: Eid-al-fitr (discovery table)</p> <p>Adult led: What makes a church special? (Christianity) Continuous provision: Visiting a Church</p>	

Year 1 Long Term Substantive Concepts End Goals

		Stories and Symbols	Beliefs	Celebrations/Festivals	Community and Belonging	Salvation
Autumn 1	<i>How do festivals/celebrations bring people together?</i> Celebrations/Festivals	Pupils develop an understanding of the concept of stories and symbols through:	Pupils develop an understanding of the concept of beliefs through:	Pupils develop an understanding of the concept of celebrations /festivals through:	Pupils develop an understanding of the concept of community and belonging through:	Pupils develop an understanding of the concept of salvation through:
Autumn 2	<i>How does the Christian Nativity story teach us about the meaning of gifts?</i> Celebrations/Festivals Beliefs	* knowing that the Creation story teaches Christians how the world was made.	* knowing what gifts were given to baby Jesus in the Christian Nativity Story * knowing the Christian Nativity Story	* knowing that a celebration is held to celebrate an important day/event	* knowing that there are different views about God (Christian/Muslim) (Christians follow the teachings of Jesus, the Son of God, whereas Muslims believe Muhammad (Peace Be Upon Him) shared God's teachings, Christians believe Jesus is the Son of God, Muslims believe Jesus is the messenger of God, Christians follow the Bible, Muslims follow the Qur'an)	* knowing that Good Friday is important to Christians because it teaches forgiveness
Spring 1	<i>Why do people have different views about God?</i> Community and Belonging Beliefs	* knowing that Noah's Ark teaches Christians the difference between obedience and disobedience	* knowing the key Christian beliefs about God (there is one God, Jesus is the Son of God, there is life after death, God created the universe)	* knowing that Harvest is an important festival to Christians because it celebrates God helping people to have food/grow food		
Spring 2	<i>What might Christians learn from the Easter story?</i> Salvation Community and Belonging	* knowing that the story of Joseph and his brothers teaches Christians about forgiveness	* knowing the key Islamic beliefs about God (Allah is the one true God, Allah is the creator of the world, Jesus was a messenger of God)	* knowing that Holi is important to Hindus because it is seen as a new beginning and celebrates good over evil	* knowing that Palm Sunday is important to Christians because it reminds them to open their hearts to Jesus	
Summer 1	<i>What happens in the life of a Hindu child?</i> Community and Belonging Beliefs	* knowing that the story of David and Goliath teaches Christians how God protects them	* knowing that Hindus believe good overcomes evil		* knowing that it is important to behave respectfully towards religion	
Summer 2	<i>What did Jesus teach? Is it possible to be kind to everyone all of the time?</i> Salvation Beliefs Stories and Symbols		* knowing that most Hindus are vegetarian because of the concept of ahimsa – non-violence and compassion towards all beings.	* knowing why the Christian Nativity story is celebrated	* knowing that the Last Supper is important for Christians because it is a symbol of remembrance * knowing that Easter Sunday is important for Christians because it shows hope * knowing that many Hindu families worship at a shrine in their home	

Year 2 Long Term Substantive Concepts End Goals

		Stories and Symbols	Beliefs	Celebrations/ Festivals	Community and Belonging	Salvation
Autumn 1	<i>How did the universe come to be?</i> Beliefs Stories and Symbols	Pupils develop an understanding of the concept of stories and symbols through:	Pupils develop an understanding of the concept of beliefs through:	Pupils develop an understanding of the concept of celebrations /festivals through:	Pupils develop an understanding of the concept of community and belonging through:	Pupils develop an understanding of the concept of salvation through:
Autumn 2	<i>Why is light an important symbol?</i> Stories and Symbols Celebrations/Festivals	* knowing that the story of Rama and Sita is important to Hindus because it shows that good is more important than evil	* knowing that Christians and Jews believe that God created the world (The Creation Story) as described in Genesis	* knowing that light is an important symbol in Hinduism and the festival Diwali	* knowing ways in which Christians might belong to their community (e.g Church, prayer, community gatherings)	* knowing that the story of Joseph and his brothers teaches Christians about forgiveness
Spring 1	<i>How do worship gatherings give Christians a sense of identity and belonging?</i> Community and Belonging Stories and Symbols	* knowing that light is an important symbol in Hinduism and the festival Diwali	* knowing that Hindus believe that the world was created by Brahman.	* knowing that light is an important symbol in Judaism and in the festival Hanukkah	* knowing that Christians follow God by praying, caring for others and giving to charity	
Spring 2	<i>What do Christians say God is like?</i> Beliefs Community and Belonging	* knowing that light is an important symbol in Judaism and in the festival Hanukkah	* knowing that Christians believe that God is the ruler of the universe	* knowing that light is an important symbol to Christians (Christmas and Christingles)	* knowing which actions and choices are right/wrong	
Summer 1	<i>How do we make the right choices?</i> Community and Belonging Beliefs	* knowing that the cross is a symbol of Christianity	* knowing that Christians follow the Ten Commandments		* knowing that Christians use the Ten Commandments to help them know what is right/wrong	
Summer 2	<i>What questions do religious stories make us ask?</i> Stories and Symbols	* knowing that Noah's Ark teaches Christians the difference between obedience and disobedience * knowing that the story of David and Goliath teaches Christians how God can protect them	* knowing that Christians see God as The Father * knowing that Hindus use the Eightfold Path to guide their lives		* knowing which situations may lead to good karma and bad karma for Hindus	

Year 3 Long Term Substantive Concepts End Goals

		Stories and Symbols	Beliefs	Celebrations/ Festivals	Community and Belonging	Salvation
Autumn 1	<i>How can Brahman be everywhere and in everything?</i> Beliefs Stories and Symbols	Pupils develop an understanding of the concept of stories and symbols through:	Pupils develop an understanding of the concept of beliefs through:	Pupils develop an understanding of the concept of celebrations /festivals through:	Pupils develop an understanding of the concept of community and belonging through:	Pupils develop an understanding of the concept of salvation through:
Autumn 2	<i>Has Christmas lost its true meaning?</i> Celebrations/Festivals Stories and Symbols Salvation	* knowing that the story of Rama and Sita is important to Hindus because it teaches that with dedication, goodness will win over evil	* knowing that Hindus believe in Brahman who Hindus see in many different forms * knowing that Hindus believe Brahman created the world	* knowing that Christmas is important to Christians because they are celebrating Jesus coming to Earth to help people.	* knowing that Christmas has a different meaning to different communities	* knowing that God sent Jesus as God in human form to save humans from sin
Spring 1	<i>What does it mean to be Muslim?</i> Beliefs Community and Belonging Celebrations/Festivals	* knowing that the shepherds, wise men and star are important symbols to Christians in the Nativity Story	* knowing that Hindus believe Brahman is the only one supreme God * knowing that Hindus believe the purpose of life is to seek divinity	* knowing that Eid is celebrated by Muslims to commemorate the end of Ramadan	* knowing that Muslims go to Mosque to pray and be part of their community	* knowing that Jesus' life, death and resurrection teaches Christians about forgiveness
Spring 2	<i>Is forgiveness always possible for Christians?</i> Salvation Beliefs	* knowing that the Jewish Seder meal symbolises the journey to freedom from Egypt	* knowing that Muslims express their faith through practice of the Five Pillars	* knowing that Jews celebrate Passover to commemorate Moses leading people out of Egypt to freedom	* knowing that Ramadan is a month of fasting (sawm), prayer and reflection for Muslim communities	
Summer 1	<i>Is being happy the greatest purpose in life?</i> Beliefs Community and Belonging	* knowing that the Bible story of the Blind Man teaches that Jesus/God can perform miracles	* knowing that the Qur'an is the holy book for Muslims			
Summer 2	<i>Are there miracles or is there some other explanation?</i> Stories and Symbols Beliefs	* knowing that the Bible story of the Paralysed Man teaches that Jesus/God can perform miracles	* knowing that Jesus' death was a sacrifice to offer Christians forgiveness for their sins * knowing that Jews keep Kashrut to show obedience and self-control * knowing that Jesus was God incarnate.			

Year 4 Long Term Substantive Concepts End Goals

		Stories and Symbols	Beliefs	Celebrations/ Festivals	Community and Belonging	Salvation
Autumn 1	<i>How special is the relationship Jews have with God?</i> Beliefs Community and Belonging	Pupils develop an understanding of the concept of stories and symbols through:	Pupils develop an understanding of the concept of beliefs through:	Pupils develop an understanding of the concept of celebrations /festivals through:	Pupils develop an understanding of the concept of community and belonging through:	Pupils develop an understanding of the concept of salvation through:
Autumn 2	<i>What is the most significant part of the Nativity Story for Christians today?</i> Celebrations/Festivals Stories and Symbols Salvation	* knowing that the symbols in the Christmas story (the angel, star, gifts, stable, wise men and shepherds) are important symbols to Christians.	* knowing that Jews believe that there is one God, who created the world. * knowing that Jewish History begins with the covenant between God and Abraham. * knowing that Moses was given the Ten Commandments and that God asked the Jewish people to live by these as a promise to him.	* knowing that Christmas is the celebration where Christians celebrate the birth of Jesus.	* knowing that features of Jewish synagogues remind Jewish people of the Ten Commandments and their relationships with God. * knowing that a Bar/Bap Mitzvah helps a young person to be closer to their Jewish community.	* knowing that incarnation in Christianity is where God came to Earth as Jesus (in human form). He was sent to save people from their sins and repair the relationship Christians had with God. * knowing that the Easter Story reminds Christians that Jesus was sent to Earth to save Christians from their sins.
Spring 1	<i>What do we mean by 'truth'?</i> Beliefs	* knowing that a Christingle is a symbol for Christians of 'Christ's Light'.	* knowing that Christians believe that God is Light, the Father and the Creator.			
Spring 2	<i>Why do Christians call the day Jesus died 'Good Friday'?</i> Salvation Stories and Symbols	* knowing that bread and wine symbolise Jesus' body and blood in Christianity.	* knowing that Sikhs believe God is the Supreme Truth and sustainer everything.		* knowing that Jewish people have a Mezuzah on doorposts in their homes to remind Jews to keep God's rules.	
Summer 1	<i>How do people make moral decisions?</i> Community and Belonging Beliefs	* knowing that the Easter Story tells Christians about the death and resurrection of Jesus.	* knowing that Christians use the Ten Commandments to help them make moral decisions.		* knowing that Humanists believe in the moral argument and the consequences for others should be considered before acting.	
Summer 2	<i>Can the Buddha's teachings make the world a better place?</i> Beliefs Community and Belonging Stories and Symbols	* knowing that in the Buddhist story 'Kisa and the Mustard Seed', suffering was caused by greed and selfishness. * knowing that in the Buddhist story of Taming the Angry Elephant, the Buddha taught that following the Eightfold Path would help people to live a good life.	* knowing that Humanists use the Golden Rule to help them make moral decisions. * knowing that the Buddha taught two truths: that everything changes and that suffering is caused by selfishness. * knowing that Buddhists follow the Noble Eightfold Path.		* knowing that Humanists believe they have others to answer for their mistakes.	

Year 5 Long Term Substantive Concepts End Goals

		Stories and Symbols	Beliefs	Celebrations/ Festivals	Community and Belonging	Salvation
Autumn 1	<i>How do Hindus make sense of the world?</i> Beliefs Salvation	Pupils develop an understanding of the concept of stories and symbols through: * knowing that angels are a symbol of God's word in Christianity.	Pupils develop an understanding of the concept of beliefs through: * knowing that Hindus believe in Karma. * knowing that Hindus try to have good Dharma (duty to do the right thing). * knowing that Christians believe that Angels worship and are messengers of God, who protect, guide and deliver Christians from danger. * knowing that Muslims believe an angel communicated the word of Allah to Muhammed. * knowing that Christians believe resurrection is where Jesus came back to life after death. * knowing that Buddhists follow the Four Noble Truths	Pupils develop an understanding of the concept of celebrations /festivals through: * knowing that the Angel Gabriel appears in the Christian Christmas story as a messenger of God.	Pupils develop an understanding of the concept of community and belonging through: * knowing that religious beliefs can be expressed in a variety of ways (worship/prayer, wearing religious symbols/clothing, making donations, celebrating festivals) * knowing that many religions believe we have a responsibility as a global community. * knowing that many religious groups believe it is important to give money to those in need. * knowing that many religious groups believe gratitude leads to happiness.	Pupils develop an understanding of the concept of salvation through: * knowing that Hindus believe in Samsara (reincarnation) - the continuous cycle of life, death and rebirth. * knowing that Hindus believe the soul is reborn in a new body (Atman) * knowing that Hindus strive for Moksha (breaking free of Samsara). * knowing that Christians believe Jesus was the incarnation of God, who died as a sacrifice to guide Christians to salvation. * knowing that Buddhists believe that the Buddha taught the Noble Eightfold Path to reduce suffering in the world. * knowing that the ultimate goal in Buddhism is the achieve Nirvana (free from the cycle of birth, death and rebirth).
Autumn 2	<i>Are angels real?</i> Celebrations/Festivals Stories and Symbols Beliefs					
Spring 1	<i>What does it mean to be part of a global religious/worldview community?</i> Community and Belonging					
Spring 2	<i>How significant is it for Christians to believe that God intended Jesus to die?</i> Salvation Beliefs					
Summer 1	<i>Is being happy the greatest purpose in life?</i> Community and Belonging					
Summer 2	<i>How do Buddhists explain the suffering in the world?</i> Beliefs Community and Belonging					

Year 6 Long Term Substantive Concepts End Goals

	Stories and Symbols	Beliefs	Celebrations/ Festivals	Community and Belonging	Salvation
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Autumn 1	<i>How do beliefs shape identity for Humanists?</i> Beliefs Community and Belonging	Pupils develop an understanding of the concept of stories and symbols through:	Pupils develop an understanding of the concept of beliefs through:	Pupils develop an understanding of the concept of celebrations /festivals through:	Pupils develop an understanding of the concept of community and belonging through:	Pupils develop an understanding of the concept of salvation through:
Autumn 2	<i>Is the Christmas story true?</i> Stories and Symbols Celebrations/Festivals Beliefs	* knowing that that the Bible has a range of accounts of Jesus' birth.	* knowing that Humanists reject the idea or belief in a supernatural being such as God. * knowing that Humanists have no belief in an afterlife and that they focus on seeking happiness in this life.	* knowing that Christmas is celebrated by Christians to remember the birth of Jesus Christ. * knowing that feasts, rituals and celebrations play an important role in a variety of religions.	* knowing that Humanists base their moral and ethical decision-making on reason, empathy and compassion for others. * knowing that Humanists believe human beings must take sole responsibility for solving the world's environmental problems.	* knowing that Jesus' death and resurrection opened the way for Christians back to God, giving forgiveness and salvation for their sins.
Spring 1	<i>What makes a religion a religion?</i> Community and Belonging Beliefs Celebrations/Festivals	* knowing that many different people were present at the birth of Jesus. * knowing that symbols and holy places are important in a variety of religions.	* knowing that Humanists rely on science for the answers to questions and that human beings evolved naturally rather than being created.			
Spring 2	<i>Is anything ever eternal?</i> Beliefs Salvation					* knowing that Muslims believe there will be a Day of Judgement, where they will be questioned by angels. If they answer correctly, they can achieve Akhirah (life after death) in Paradise.
Summer 1 and 2	<i>Does belief in Akhirah (life after death) help Muslims to lead good lives? (double unit)</i> Beliefs Community Salvation	* knowing that Muslims regard the Holy Qur'an as the word of Allah.	* knowing that religion is a set of organised beliefs and practices that most often relate to a belief of a God or supernatural being. * knowing that religion often involves belief, texts, prophecies and morals. * knowing that Christians believe in eternity, that life continues in heaven. * knowing that Muslims believe Allah is the one God. * knowing that Muslims consider life to be a test from Allah.		* knowing that religion can be a source of guidance, provide a basis for moral beliefs and create a sense of community.	