

# PRE Curriculum Sequencing

The table below shows which year group curriculum strands are taught in. The second table gives information about what students learn in each of these key strands and demonstrates how these key concepts are developed throughout the academy.

	EYFS	1	2	3	4	5	6	7	8	9	10	11	12	13
Understanding of religious beliefs, teachings, practices and other world views														
Use and interpretation of sources of wisdom and authority														
Understanding of similarities and differences within and between religions and/or secular groups														
Understanding the impact/influence religious beliefs and teachings have on people's lives														
Constructing arguments														
Reach conclusions and substantiated judgments - analysis and evaluation														

<b>Year</b>	Understanding of religious beliefs, teachings, practices and other world views	Use and interpretation of sources of wisdom and authority	Understanding of similarities and differences within and between religions and/or secular groups	Understanding the impact/influence religious beliefs and teachings have on people's lives	Constructing arguments	Reach conclusions and substantiated judgments - analysis and evaluation
<b>EYFS</b>	Christianity and religious beliefs represented in the	Christianity and religious beliefs represented in the	Christianity and religious beliefs represented in the	Christianity and religious beliefs represented in the	Christianity and religious beliefs represented in the	

	class, school and local community	class, school and local community	class, school and local community	class, school and local community	class, school and local community.	
1	<b><u>Books and stories Celebrations Questions about God What makes a place special?</u></b>	<b><u>Books and stories</u></b> Special books to me. <b><u>Celebrations</u></b> Focus on the Christmas story.	<b><u>The Christian Family</u></b> <b><u>The Family in Islam</u></b> How does being a Muslim make a difference to a family?	<b><u>The Family in Islam</u></b> How does being a Muslim make a difference to a family?	<b><u>Questions about God</u></b> Link to Christianity and Islam	<b><u>What makes a place special?</u></b> What makes places special for Christians and Muslims?
2	<b><u>Harvest and Thanksgiving Introduce other religions</u></b> Christian (harvest) Jewish (Sukkot) Hindu (Diwali)	<b><u>Places of worship</u></b> Visit a mosque and church. Build a church out of Lego with features. <b><u>Books and stories</u></b> Islamic and Jewish stories. Drama opportunities.	<b><u>Books and stories</u></b> Islamic and Jewish stories. Drama opportunities.	<b><u>Special Times</u></b> Ramadan (fasting, visitor in) and Eid <b><u>Christmas</u></b> Why are presents given at Christmas time? Introduce advent and the meaning		<b><u>Who is Jesus?</u></b> Easter Story – link with Y5
3	<b><u>How is Christmas celebrated around the world?</u></b> Include not all celebrate Christmas <b><u>How do people pray?</u></b> Look at Jews, Muslims, Christians and other such as Quakers to compare	<b><u>Sacred Writing</u></b> Look at Torah and Bible. What are the similarities between them?	<b><u>How do people pray?</u></b> Look at Jews, Muslims, Christians and other such as Quakers to compare <b><u>Sacred Writing</u></b> Look at Torah and Bible. What are the similarities between them?	<b><u>The Hindu Community</u></b> Look at temples, Gods, Mandir, Diwali ~ what does it mean to Hindus? <b><u>How can we make a difference in our world today?</u></b> <b><u>Family life and who are Jews?</u></b> NOT focusing on Torah (just mention) Shabbat and kosher foods. Planning a party using kosher foods.		
4	<b><u>Peace</u></b>	<b><u>Peace</u></b>	<b><u>Good and Evil</u></b>	<b><u>Commitment and Belonging</u></b>	<b><u>Commitment and Belonging</u></b>	<b><u>Different places of Christian worship.</u></b>

	<p>Use Islamic prayer example. Cover across religions</p> <p><b><u>Sikhs in Britain</u></b></p>	<p>Use Islamic prayer example. Cover across religions</p> <p><b><u>Commitment and Belonging</u></b></p> <p>Must be done across religions. Debate similarities and differences.</p>	<p>What makes a good person or a bad person? What do different religions say? Image of person with good on one side/evil on the other, discuss.</p> <p><b><u>Commitment and Belonging</u></b></p> <p>Must be done across religions. Debate similarities and differences.</p> <p><b><u>Different places of Christian worship.</u></b></p> <p>Look at Quakers, cathedral, Pentecostal, Salvation Army, Baptist. What kind of place of worship would you have? Children to create their own place of worship. Must be able to justify.</p>	<p>Must be done across religions. Debate similarities and differences.</p>	<p>Must be done across religions. Debate similarities and differences.</p> <p><b><u>Is Easter the festival of new life or sacrifice?</u></b></p>	<p>Look at Quakers, cathedral, Pentecostal, Salvation Army, Baptist. What kind of place of worship would you have? Children to create their own place of worship. Must be able to justify.</p> <p><b><u>Is Easter the festival of new life or sacrifice?</u></b></p>
<p>5</p>	<p><b><u>What is Islam?</u></b></p> <p>Qur'an, Hajj, 99 article, stories, look at the theology, look at prayer example again.</p>	<p><b><u>Words of wisdom</u></b></p> <p>Looking at Gospels (stories of Jesus) and stories of Guru Nanak (Sikh) and Islamic stories. What do these stories tell us?</p>	<p><b><u>Art and Music in religion</u></b></p>	<p><b><u>The Easter Story</u></b></p> <p><b><u>What does it mean to be a person of faith today?</u></b></p>	<p><b><u>Whose world is it?</u></b></p>	<p><b><u>Whose world is it?</u></b></p>



9	<ul style="list-style-type: none"> <li>- Creation: Religion V Science</li> <li>- Environment and Animal Rights</li> <li>- Evil and Suffering</li> <li>- Judaism inc. the Shoah and Jewish responses</li> </ul>	<ul style="list-style-type: none"> <li>- Creation: Religion V Science</li> <li>- Environment and Animal Rights</li> <li>- Evil and Suffering</li> <li>- Judaism inc. the Shoah and Jewish responses</li> </ul>	<ul style="list-style-type: none"> <li>- Creation: Religion V Science</li> <li>- Environment and Animal Rights</li> <li>- Evil and Suffering</li> <li>- Judaism inc. the Shoah and Jewish responses</li> </ul>	<ul style="list-style-type: none"> <li>- Creation: Religion V Science</li> <li>- Environment and Animal Rights</li> <li>- Evil and Suffering</li> <li>- Judaism inc. the Shoah and Jewish responses</li> </ul>	<ul style="list-style-type: none"> <li>- Creation: Religion V Science</li> <li>- Environment and Animal Rights</li> <li>- Evil and Suffering</li> <li>- Judaism inc. the Shoah and Jewish responses</li> </ul>	<ul style="list-style-type: none"> <li>- Creation: Religion V Science</li> <li>- Environment and Animal Rights</li> <li>- Evil and Suffering</li> <li>- Judaism inc. the Shoah and Jewish responses</li> </ul>
10	<ul style="list-style-type: none"> <li>- Relationships and Families</li> <li>- Buddhist Beliefs</li> <li>- Buddhist Practices</li> <li>- Religion, Crime and Punishment</li> </ul>	<ul style="list-style-type: none"> <li>- Relationships and Families</li> <li>- Buddhist Beliefs</li> <li>- Buddhist Practices</li> <li>- Religion, Crime and Punishment</li> </ul>	<ul style="list-style-type: none"> <li>- Relationships and Families</li> <li>- Buddhist Beliefs</li> <li>- Buddhist Practices</li> <li>- Religion, Crime and Punishment</li> </ul>	<ul style="list-style-type: none"> <li>- Relationships and Families</li> <li>- Buddhist Beliefs</li> <li>- Buddhist Practices</li> <li>- Religion, Crime and Punishment</li> </ul>	<ul style="list-style-type: none"> <li>- Relationships and Families</li> <li>- Buddhist Beliefs</li> <li>- Buddhist Practices</li> <li>- Theme E: Religion, Crime and Punishment</li> </ul>	<ul style="list-style-type: none"> <li>- Relationships and Families</li> <li>- Buddhist Beliefs</li> <li>- Buddhist Practices</li> <li>- Theme E: Religion, Crime and Punishment</li> </ul>
11	<ul style="list-style-type: none"> <li>- Religion and Life</li> <li>- Religion, Crime and Punishment</li> <li>- Revision/exam skills ALL units</li> </ul>	<ul style="list-style-type: none"> <li>- Religion and Life</li> <li>- Religion, Crime and Punishment</li> <li>- Revision/exam skills ALL units</li> </ul>	<ul style="list-style-type: none"> <li>- Religion and Life</li> <li>- Religion, Crime and Punishment</li> <li>- Revision/exam skills ALL units</li> </ul>	<ul style="list-style-type: none"> <li>- Religion and Life</li> <li>- Religion, Crime and Punishment</li> <li>- Revision/exam skills ALL units</li> </ul>	<ul style="list-style-type: none"> <li>- Religion and Life</li> <li>- Religion, Crime and Punishment</li> <li>- Revision/exam skills ALL units</li> </ul>	<ul style="list-style-type: none"> <li>- Religion and Life</li> <li>- Religion, Crime and Punishment</li> <li>- Revision/exam skills ALL units</li> </ul>
12	<p>Students study beliefs and practices from the Christian tradition (baptism, Holy communion) and the significance of these for the Christian faith. They study the nature of God and different interpretations of God. E.g. as part of the Trinity or as a pantheistic idea as portrayed by Process theology.</p>	<p>In depth study of the bible: theories of the inspiration and authority of the bible, views from different denominations, inspiration ideas. The Church: from Protestant and Catholic views including apostolic succession. Authority of Jesus: from God or human.</p>	<p>Differences between the views of different Christian denominations. In depth examination of Christian Ethical systems compared to secular systems. Natural moral Law vs Virtue Ethics</p>	<p>Good conduct and key moral principles. Justification by works or faith. How belief in Predestination impacts on believers' lives. How Sanctity of Life influences ideas about personhood and right to life. Issues such as euthanasia and abortion. Just War theory and how Christians</p>	<p>Arguments for the existence/non-existence of God: Design argument, Ontological argument, Cosmological Argument. Question of Evil as evidence for non-existence of God. Religious Experience as evidence for God and challenges to Religious Experience.</p>	<p>Students must be able to evaluate every topic we study and arrive at their own personal opinions. They must be able to defend their views and analyse the views of philosophers and other students. Their arguments must be logical and coherent.</p>

				<p>reconcile their beliefs with the issue of war. Stewardship and use of animals and the environment.</p>		
<p><b>13</b></p>	<p>Christian view of women and their role in the church and in society. Teachings of Kant and Bentham as moral systems. Meta-ethics and the meaning of right and wrong.</p>	<p>Students study miracles in depth as a possible source of authority or not. Conscience is studied as a possible source of authority or not, comparing Butler's, Augustine's and Durkheim's views.</p>	<p>Realist and anti-realist views of miracles. Students study the compatibility of Religion and science. McGrath versus Dawkins with ideas of Christians being scientists. Students compare Christian ethical systems to that of Bentham.</p>	<p>Evangelism in the 21<sup>st</sup> century and how Christianity is responding to the challenge of secularisation. How beliefs in free will vs determinism can influence how people live their lives. How ethical systems such as Kantian ethics and Utilitarianism can impact how people live their lives from a moral point of view.</p>	<p>An in-depth study of religious language and whether it is meaningful or not. Verification and falsification. Wittgenstein and language games. Students study Free will vs determinism. Students study inclusivism vs pluralism. Life after Death – comparing the Christian views to philosophical views.</p>	<p>Students must be able to evaluate every topic we study and arrive at their own personal opinions. They must be able to defend their views and analyse the views of philosophers and other students. Their arguments must be logical and coherent.</p>