What will Religious Education in the Morpeth Partnership look like? The Agreed Syllabus for Religious Education Northumberland County Council Introduction and Statutory Programmes of Study Units of Work Guidance Northumberland's Agreed Syllabus for RE aims to ensure that all pupils and students: Church Schools use Understanding Christianity and RE Syllabus from the Diocese (add link) know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to guestions posed and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of expressing meaning. Understandina express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their RE personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise different dimensions of a religion or worldview. acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the well-being of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. Knowledge Key Stage 1 Pupils will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject-specific vocabulary. They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. Pupils are taught about: World religions including: Christianity, Judaism, Islam, Sikhism, Hinduism (dependent on representation of students within a school setting and festivals linked to a specific time of year)

Social responsibility

Key Stage 2

Pupils will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Pupils are taught about:

- World religions including: Christianity, Judaism, Islam, Sikhism, Hinduism, Buddhism
- Social responsibility/moral questions (SMSC)

Progression of key skills from Y1 - Y6 in the Morpeth Partnership

	Beliefs, teachings and sources	Practices and ways of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitments	Personal reflection
End of Year 1	remember a religious story and talk about it	use the right names for things that are special to religions	recognise religious art, symbols and words and talk about them	talk about things that happen to me	talk about what I find interesting or puzzling	talk about what is important to me and to other people	say what I believe?
End of Year 2	tell a religious story and say some things that people believe	talk about some of the things that are the same for different religious people	say what some religious symbols stand for and say what some of the art (music, etc) is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings	
End of Year 3	describe what a believer might learn from a	describe some of the things that are the same and different	use religious words to describe some of the different ways in	compare some of the things that influence me with those that	ask important questions about life and compare my	link things that are important to me and other people	

	religious story	for religious people	which people show their beliefs	influence other people	ideas with those of other people	with the way I think and behave	
End of Year 4	make links between the beliefs (teachings, sources) of different religious groups and show how they are connected to believers' lives	use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	express religious beliefs (ideas, feelings) in a range of styles and words used by believers and suggest what they mean	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	ask questions about the meaning and purpose of life and suggest a range of answers	ask questions about things that are important to me and suggest answers which relate to my own life	
End of Year 5	suggest reasons for the similar and different beliefs which people hold	describe why people belong to religions	use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions	give my own views on questions about who we are and where we belong and on the challenges of belonging to a religion	ask questions about the meaning and purpose of life and suggest a range of answers which might be given by members of different religious groups or individuals	ask questions about things that are important to other people and suggest answers which relate to others' lives	
End of Year 6	explain how religious sources are used to provide answers to important questions about life and morality	explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities		give my own and others views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs and values	
End of Year 7							_

End of Year 8				
End Of Year 9				

Coverage at all Key Stages RE

	Foundation	Y1/2	Y3/4	Y5/6	Y7/8	У9	Y10/11	Y12/13
Stobhillgate First School	All about me Festival - special times/people Understanding of the world	Christianity Judaism Hinduism	Islam Christianity Judaism Hinduism					
Abbeyfields First School	All about me Festival - special times/people Understanding of the world	Christianity - celebrations Judaism Festivals including Chinese New Year	Buddhism Life of Saints Christianity Hinduism					
Morpeth First School	All about me Festival - special times/people Understanding of the world	Christianity Hinduism Judaism	Christianity Hinduism Judaism Islam					
Morpeth All Saints Church Aided (Two year rolling programme:)	Being special where do we belong? Why do Christians sing in worship? Charity	Who do Christians say made the world? How should we care for the world and	What do Christians learn from the creation story?					

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How and why						
			How and why			

		do believers show commitment during the journey of life? Reduce, reuse and recycle - (SR)				
Chantry Middle School				Beliefs about God Buddhism Commitment and Pilgrimage Hinduism Choices and decision Humanism Good people		
Newminster Middle School			Sikhism Judaism Celebrations -Christianity/ Judaism Easter story Local Saints Remembrance - RE and ART Creation and the Environment Islam	Beliefs about God Buddhism Commitment and Pilgrimage Hinduism Choices and decision Humanism Good people		
Dr Thomlinson's Middle School				RE and Art Where in the world is Christianity?		

	How do	
	contemporary	
	images reflect faith	
	reflect faith	
	communities?	
	What does it	
	mean to be a	
	good steward	
	in the 21st	
	Century? Where do	
	Where do	
	people go to find	
	find	
	affirmation	
	of faith?	
	What do	
	Muslims	
	belife and	
	how are these	
	beliefs	
	expressed?	
	How does	
	society and	
	the media	
	portray Islam and is it fair?	
	How should	
	we should	
	commemorate	
	the	
	Holocaust?	
	Do sacred	
	texts enable	
	individuals or	
	groups	
	respond to	
	times of	
	crisis?	
	Is death the	
	end?	
	Do words	

			matter?		
KEVI				Prejudice and discrimination Problem of evil	

Concepts in Religious Education

At the end of Key Stage 1, the pupils will have developed an understanding of the following concepts:	At the end of Key Stage 2, the pupils will have developed an understanding of the following concepts:
Belonging Qualities?	Religion Society
Views and opinion	Faith
Differences and similarities	Ceremony
Religion - main religions, God(s)	Respect
Beliefs	Tolerance
Symbols	Identity
Community - local and national	Morality
Worship and places of worship	Spirituality
Scripture - holy books	Compassion
Celebration - festivals/rites of passage	Ethical issues
Remembrance	Racism and discrimination
Peace	Diversity
Respect	Values
Diversity	Influence
Faith	Culture
Values	Citizenship
Tolerance	Inspiration
	Community - local/national/global

Meaning and purpose of life
Believer
Pilgrimage
Reflection
Application
Evaluation - what do we think?
Symbolism
Rites of passage
Celebration - festivals
Remembrance

Church Schools use Understanding Christianity and RE Syllabus from the Diocese with additional concepts. (add the link to the syllabus)