

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 \(add link\)](#)

Understanding
RE

- 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 questions 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.
- 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 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)

	<ul style="list-style-type: none"> • Social responsibility
	<p>Key Stage 2</p> <p>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.</p> <p>Pupils are taught about:</p> <ul style="list-style-type: none"> • 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	Y9	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?					

	<p> Divali Friendship Chinese New Year Prayer Which stories are special and why? Special people Why is the word God so important to Christians? God - Creation - Harvest Why do Christians perform nativity plays at Christmas? Which places are special and why? Why do Christians place a cross in an Easter garden? Special times </p>	<p> others and why does it matter? Where is water? (SR) Who is Jewish and how do they live? Why does Christmas matter to Christians? What is the 'good news' Christians believe Jesus brings? Why does Easter matter to Christians? Why is nature special? What do Christians believe God is like? What makes some places sacred to believers? Who am I? What does it mean to belong? Who is a Muslim and what do they believe? Environment - (SR) </p>	<p> How and why do believers show their commitments during the journey of life. Trees - (SR) What is it like to follow God? What is the Trinity? What kind of world did Jesus want? Saving water (SR) Why do Christians call the day Jesus died Good Friday? What are the deeper meanings of festivals? When Jesus left - what next? What does it mean to be a Hindu in Britain today? What does it mean to be a Sikh in Britain today? How and why </p>					
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			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 communities? What does it mean to be a good steward in the 21st Century? Where do people go to find affirmation of faith? What do Muslims believe and how are these beliefs expressed? How does society and the media portray Islam and is it fair? How should we commemorate the Holocaust? Do sacred texts enable individuals or groups respond to times of crisis? Is death the end? Do words			
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					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? Views and opinion Differences and similarities Religion - main religions, God(s) Beliefs Symbols Community - local and national Worship and places of worship Scripture - holy books Celebration - festivals/rites of passage Remembrance Peace Respect Diversity Faith Values Tolerance	Religion Society Faith Ceremony Respect Tolerance Identity Morality Spirituality Compassion Ethical issues Racism and discrimination Diversity Values Influence Culture Citizenship Inspiration Community - local/national/global

	<p> Meaning and purpose of life Believer Pilgrimage Reflection Application Evaluation - what do we think? Symbolism Rites of passage Celebration - festivals Remembrance </p>
Church Schools use Understanding Christianity and RE Syllabus from the Diocese with additional concepts. (add the link to the syllabus)	