

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 I can...
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	Talk about my beliefs
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	Describe what it means to belong

	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	Ask questions about what it means to have a faith or not
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	Ask and answer questions about why people belong to a religion using my subject knowledge
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	Answer questions that relate to big questions in life and be able to give reasons for my explanations
End of Year 7	explain a range of beliefs, teachings	explain how and why individuals and	use religious and philosophical vocabulary	draw on my own beliefs to interpret	explain and evaluate different	observe and interpret a wide	use my subject knowledge to

	and sources of wisdom and authority, including experience itself, in order to understand religions and worldviews as coherent systems or ways of seeing the world.	communities express the meanings of their beliefs and values in many different forms	to show coherent understanding of religions and beliefs	and analyse why people belong to a faith or not	perspectives (e.g. that of an atheist, a sociologist, a theologian) about religion and worldviews.	range of ways in which commitment and identity are expressed.	explain and interpret commitment and identity.
End of Year 8	explain and interpret a range of beliefs, teachings and sources of wisdom and authority, including experience itself, in order to understand religions and worldviews as coherent systems or ways of seeing the world.	explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.	examine questions about whether religion and spirituality are similar or different, about how different religions and worldviews relate to each other,	evaluate insights into the relationships of beliefs, teachings and world issues; taking into account questions of identity, belonging	consider philosophical, ethical and/or religious questions about what it means to be human	develop their skills in reasoning and constructing arguments by debating questions and dilemmas about the nature of human life and the moral responsibilities of being human	compare and contrast a religious and non religious view, relating ideas to my own beliefs.
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 Festival of Hanukkah - One lesson in December	Christianity Judaism Islam Festival of Hanukkah - One lesson in December					
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 Divali Friendship Chinese New Year Prayer Which stories are	Who do Christians say made the world? How should we care for the world and others and why does it matter? Where is water? (SR)	What do Christians learn from the creation story? How and why do believers show their commitments during the journey of life. Trees - (SR)					

	<p>special and why?</p> <p>Special people</p> <p>Why is the word God so important to Christians?</p> <p>God - Creation - Harvest</p> <p>Why do Christians perform nativity plays at Christmas?</p> <p>Which places are special and why?</p> <p>Why do Christians place a cross in an Easter garden?</p> <p>Special times</p>	<p>Who is Jewish and how do they live?</p> <p>Why does Christmas matter to Christians?</p> <p>What is the 'good news' Christians believe Jesus brings?</p> <p>Why does Easter matter to Christians?</p> <p>Why is nature special?</p> <p>What do Christians believe God is like?</p> <p>What makes some places sacred to believers?</p> <p>Who am I? What does it mean to belong?</p> <p>Who is a Muslim and what do they believe?</p> <p>Environment - (SR)</p>	<p>What is it like to follow God?</p> <p>What is the Trinity?</p> <p>What kind of world did Jesus want?</p> <p>Saving water (SR)</p> <p>Why do Christians call the day Jesus died Good Friday?</p> <p>What are the deeper meanings of festivals?</p> <p>When Jesus left - what next?</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>What does it mean to be a Sikh in Britain today?</p> <p>How and why do believers show commitment during the journey of life?</p> <p>Reduce, reuse and recycle - (SR)</p>					
<p>Cambo First School</p> <p>2 Year Rolling Programme</p> <p>Jigsaw Discovery RE SEAL</p> <p>Visitors to school</p> <p>Visits out of school where possible to bring learning to life</p>	<p>Rolling Programme</p> <p>Aut year 1RP</p> <p>Special People /J</p> <p>What makes People special? C/J</p> <p>Christmas</p> <p>Incarnation</p> <p>What is Christmas?C</p> <p>Spr year 1</p> <p>Celebrations</p> <p>How do people</p>	<p>Rolling Programme</p> <p>Aut year 2RP</p> <p>God / Creation</p> <p>Creation Story</p> <p>Does God want Christians to look after the world C</p> <p>Christmas</p> <p>Incarnation</p> <p>What gifts might Christians in my</p>	<p>Rolling Programme</p> <p>Year 1RP</p> <p>Diwali/Hinduism</p> <p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? H</p> <p>The Amrit Ceremony and the</p>					

	<p>celebrate? H Salvation What is Easter? C Summer year 1 Stories What can we learn from stories? I/C/H/S Special Places What makes places special? C/I/J</p>	<p>town have given Jesus if he'd been born here? C/J Spring Year 1 Jesus as a friend Incarnation Was it always easy for Jesus to show friendship? C Palm Sunday Salvation Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? C Summer year 2 Shabbat Is Shabbat important to Jewish children? Rosh Hashanah and Yom Kippur Are these important to Jewish children? J</p>	<p>Khalsa Does joining the Khalsa make a person a better Sikh? S Christmas Incarnation Has Christmas lost its true meaning? C Spring year 1 Jesus' Miracles Could Jesus heal people? Were these miracles or is there some other explanation? Forgiveness Salvation What is good about Good Fri'y? C Summer year 1 Hindu Beliefs How can Brahman be everywhere and everything? H Sharing and Community Do Sikhs think it is important to share? S Pilgrimage to the River Gangees Would visiting the River Gangees feel special to a non-Hindu? H Prayer & Worship? What is the best way for a Sikh to show commitment to God? S</p>					
--	---	---	---	--	--	--	--	--

			<p>What is the most significant part of the nativity story for christians today Has Christmas lost its true meaning? Autumn year 2 Beliefs & Practices How special is the relationship Jews have with God? J Buddah's Teaching' Is it possible for everyone to be happy? B Christmas Incarnation What is the most significant part of the nativity story for Christians today? C Spring year 2 Passover How important is it for Jewish people to do what God asks them to do? J The 8-Fold Path Can the Buddha's teachings make the world a better place? B Easter/Salvation Is forgiveness always possible for Christians? C Summer year 2 Rites of passage &</p>					
--	--	--	--	--	--	--	--	--

			<p>good works</p> <p>What is the best way for a Jew to show commitment to God? J</p> <p>The 8-Fold Path</p> <p>What is the best way for a Buddhist to lead a good life? B</p> <p>Prayer & Worship</p> <p>Do people need to go to church to show they are Christians? C</p>					
Chantry Middle School				<p>(Y5) Belonging and the Christian Church</p> <p>(Y5) Judaism</p> <p>(Y5) Sikhism</p> <p>(Y6) Jesus & his teachings</p> <p>(Y6) Creation</p> <p>(Y6) Islam</p>	<p>(Y7) Buddhism</p> <p>(Y7) How can faith affect someone's actions?</p> <p>(Y7) What do people believe about God?</p> <p>(Y8) Hinduism</p> <p>(Y8) Humanism</p> <p>(Y8) Choices / Decisions - what makes someone a good person?</p>			
Newminster Middle School				<p>Sikhism</p> <p>Judaism</p> <p>Celebrations</p> <p>-Christianity/Judaism</p> <p>Easter story</p> <p>Local Saints</p>	<p>Beliefs about God</p> <p>Buddhism</p> <p>Commitment and Pilgrimage</p> <p>Hinduism</p> <p>Choices and decision</p>			

				Remembrance - RE and ART Creation and the Environment Islam	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 matter?			
KEVI						AQA Theme F: Religion, Human Rights and Social Justice - Racism and Discrimination Prejudice - Identity and Oppression Theme C: Existence of God - The Problem of Evil and Suffering Theme F - Basic Needs for Life Responses to Poverty Gambling and Debt	AQA Theme F: Religion, Human Rights and Social Justice - Human Rights and Responsibilities Theme D: Religion, Peace and War Approaching War Victims and Responses to War Valuing Life GCSE Full Course: Buddhism: Beliefs Life of the Buddha Dependent Origination Dhamma Three Marks of Existence	OCR A Level Philosophy: Philosophical Language and Thought Plato Aristotle Soul, Mind and Body Existence of God Teleological Argument Cosmological Argument Ontological Argument God and the World Religious Experience The Problem of Evil Theological and Philosophical Developments The Nature of God Boethius' Understanding of God

							<p>The Four Noble Truths The Schools of Buddhism Arhats and Bodhisattvas Pure Land Buddhism Buddhism: Practices Places of Worship Worship Mediation Death and Mourning Festivals Karma and Rebirth Ethics Theme A: Religion and Relationships Marriage Roles in the Family Divorce Theme E: Religion, Crime and Punishment Reasons for Crime Methods of punishment Treatment of Criminals Death Penalty Debate Christianity: Beliefs</p>	<p>Religious Language Via Negativa Via Positiva Analogy Symbolism Myth Religious Language - Twentieth Century Perspectives Verification Falsification Language Games Religious Ethics: Normative Ethical Theories Natural Law Theory Situation Ethics Kantian Ethics Utilitarianism Applied Ethics Euthanasia Business Ethics Ethical Language Meta-Ethics Significant Ideas in Ethics Conscience from Aquinas</p>
--	--	--	--	--	--	--	--	--

							<p>Nature of God Beliefs about Creation Nature of Jesus Resurrection and Ascension Afterlife and Judgement Heaven and Hell Sin and Salvation Atonement Christianity: Practices Worship Prayer Baptism Holy Communion Pilgrimage Festivals Community Evangelism Church Growth Persecution Responses to Poverty Theme C: Existence of God and Revelation Arguments for God Challenges to God Miracles General Revelation</p>	<p>and Freud Developments in Ethical Thought Sexual Ethics Buddhism: Foundations Social and Economic Background The Life of the Buddha Taking Refuge Insight Samsara Three Marks of Existence Living: The Four Noble Truths Meditation Development Of Mahayana Buddhism Of Madhyamaka and Prahnparamita Society Zen Buddhism Pure Land Buddhism Buddhism in the West Challenges Engaged Buddhism and Social Activism</p>
--	--	--	--	--	--	--	--	---

							Special Revelation The Nature of God Enlightenment Theme B: Religion and Life Origins of the Universe Stewardship vs Dominion Environment Animals Origins of Life Abortion Euthanasia Afterlife Note all themes are delivered from the perspectives of Christianity and Buddhism	Buddhism and Gender
--	--	--	--	--	--	--	---	---------------------

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

<p>Views and opinion</p> <p>Differences and similarities</p> <p>Religion - main religions, God(s)</p> <p>Beliefs</p> <p>Symbols</p> <p>Community - local and national</p> <p>Worship and places of worship</p> <p>Scripture - holy books</p> <p>Celebration - festivals/rites of passage</p> <p>Remembrance</p> <p>Peace</p> <p>Respect</p> <p>Diversity</p> <p>Faith</p> <p>Values</p> <p>Tolerance</p>	<p>Faith</p> <p>Ceremony</p> <p>Respect</p> <p>Tolerance</p> <p>Identity</p> <p>Morality</p> <p>Spirituality</p> <p>Compassion</p> <p>Ethical issues</p> <p>Racism and discrimination</p> <p>Diversity</p> <p>Values</p> <p>Influence</p> <p>Culture</p> <p>Citizenship</p> <p>Inspiration</p> <p>Community - local/national/global</p> <p>Meaning and purpose of life</p> <p>Believer</p> <p>Pilgrimage</p> <p>Reflection</p> <p>Application</p> <p>Evaluation - what do we think?</p> <p>Symbolism</p> <p>Rites of passage</p> <p>Celebration - festivals</p> <p>Remembrance</p>
<p>Church Schools use Understanding Christianity and RE Syllabus from the Diocese with additional concepts. (add the link to the syllabus)</p>	

