

## 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.

<p>Knowledge</p>	<p>Key Stage 1</p> <p>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.</p> <p>Pupils are taught about:</p> <ul style="list-style-type: none"> <li>● 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)</li> <li>● Social responsibility</li> </ul>
	<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"> <li>● World religions including: Christianity, Judaism, Islam, Sikhism, Hinduism, Buddhism</li> <li>● Social responsibility/moral questions (SMSC)</li> </ul>

### Progression of key skills from Y1 - Y8 in the Morpeth Partnership

	<b>Beliefs, teachings and sources</b>	<b>Practices and ways of life</b>	<b>Forms of expression</b>	<b>Identity and belonging</b>	<b>Meaning, purpose and truth</b>	<b>Values and commitments</b>	<b>Personal reflection</b> <b>I can...</b>
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 religious story	describe some of the things that are the same and different for religious people	use religious words to describe some of the different ways in which people show their beliefs	compare some of the things that influence me with those that influence other people	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave	Describe what it means to belong
End of Year 4	make links between the beliefs	use the right religious words to describe and	express religious beliefs (ideas, feelings)	ask questions about who we are and where	ask questions about the meaning and	ask questions about things that are	Ask questions about what it means to

	(teachings, sources) of different religious groups and show how they are connected to believers' lives	compare what practices and experiences may be involved in belonging to different religious groups	in a range of styles and words used by believers and suggest what they mean	we belong, and suggest answers which refer to people who have inspired and influenced myself and others	purpose of life and suggest a range of answers	important to me and suggest answers which relate to my own life	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	explain how similarities and differences within and between religions can make a		give my own and others' views on questions about who we are and where we belong and on	ask questions about the meaning and purpose of life and suggest answers which relate to the	ask questions about the moral decisions I and other people make, and suggest what might happen	Answer questions that relate to big questions in life and be able to give reasons for

	questions about life and morality	difference to the lives of individuals and communities		the challenges of belonging to a religion and explain what inspires and influences me	search for truth and my own and others' lives	as a result of different decisions, including those made with reference to religious beliefs and values	my explanations
End of Year 7	explain 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	use religious and philosophical vocabulary to show coherent understanding of religions and beliefs	draw on my own beliefs to interpret and analyse why people belong to a faith or not	explain and evaluate different perspectives (e.g. that of an atheist, a sociologist, a theologian) about religion and worldviews.	observe and interpret a wide range of ways in which commitment and identity are expressed.	use my subject knowledge to explain and interpret commitment and identity.
End of Year 8	explain and interpret a	explain how and why individuals	examine questions about	evaluate insights into the	consider philosophical,	develop their skills in	compare and contrast 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.	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.	whether religion and spirituality are similar or different, about how different religions and worldviews relate to each other,	relationships of beliefs, teachings and world issues; taking into account questions of identity, belonging	ethical and/or religious questions about what it means to be human	reasoning and constructing arguments by debating questions and dilemmas about the nature of human life and the moral responsibilities of being human	religious and non religious view, relating ideas to my own beliefs.
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### Concepts in Religious Education

<p><b>At the end of Key Stage 1, the pupils will have developed an understanding of the following concepts:</b></p>	<p><b>At the end of Key Stage 2, the pupils will have developed an understanding of the following concepts:</b></p>
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<p>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</p>	<p>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 Meaning and purpose of life Believer Pilgrimage Reflection Application Evaluation - what do we think? Symbolism Rites of passage Celebration - festivals Remembrance</p>
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