

## RE Program of Study (Taken from the Sunderland RE syllabus)

The key focus of learning in each key stage:

	Knowledge and Understanding of Religion	Critical Thinking	Personal Reflection
<b>Key Stage 1</b>	Children are able to <b>identify</b> some beliefs and features of religion.	In response to the religious material they learn about, children are able to express their views and give <b>simple reasons</b> to support these.	In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of others.
<b>Lower Key Stage 2</b>	Pupils can <b>describe</b> some of the beliefs and features of religion.	In response to the religious material they learn about, pupils are able to express their views and support them using a <b>plausible reason or reasons</b> . They show some awareness of other people's views.	In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.
<b>Upper Key Stage 2</b>	Pupils will demonstrate <b>understanding</b> of some of the beliefs and features of religion through the RE concepts.	In response to the religious material they learn about, pupils can express their own views using <b>sound reasons</b> . Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.

The coloured type shows the key focus for the three elements: **Knowledge and Understanding of Religion**, **Critical Thinking** and **Personal Reflection** in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2

Yrs	<b>Knowledge &amp; Understanding of Religion</b> <i>through the four concepts and developing the skills of investigation &amp; enquiry, application &amp; synthesis</i>	<b>Critical Thinking</b> <i>developing the skills of analysis, evaluation, interpretation and expression</i>	<b>Personal Reflection</b> <i>developing the skills of reflection &amp; response and empathy</i>
1 & 2	Pupils can <b>recognise</b> and <b>name</b> features of religious life and practice. They can <b>recall</b> religious stories, and <b>recognise</b> symbols, and other verbal and visual forms of religious expression.	Pupils <b>talk about</b> , what they find interesting or puzzling and what is of value and concern to themselves and to others.	Pupils reflect on their own feelings, ideas and values.
1 & 2 3 & 4	Pupils <b>identify</b> some beliefs and features of religion and their importance for some people. They begin to <b>show awareness</b> of similarities in religions. Pupils <b>retell</b> religious stories and <b>suggest meanings</b> for religious actions and symbols. They <b>identify</b> how religion is expressed in different ways.	In response to the religious material they learn about, children are able to express their views and give <b>simple reasons</b> to support these. Pupils <b>recognise</b> that some questions cause people to wonder and are difficult to answer.	In relation to the religious material studied children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.
3 & 4 5 & 6	Pupils <b>describe</b> some of the beliefs and features of religion, <b>recognising similarities and differences</b> . They <b>make links</b> between beliefs and sources, including religious stories and sacred texts. They begin to <b>identify the impact</b> religion has on believers' lives. They <b>describe</b> some forms of religious expression.	In response to the religious material they learn about, pupils are able to express their views and support them using a <b>plausible reason or reasons</b> . They show some awareness of other people's views. Pupils <b>ask important questions</b> about religion and beliefs.	In relation to religious material studied pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. They <b>reflect on</b> what influences them, <b>making links</b> between aspects of their own and others' experiences.
5 & 6	Pupils can demonstrate <b>understanding</b> of some of the beliefs and features of religion through the RE concepts and <b>make some links</b> between them. They can <b>describe some similarities and differences</b> both within and between religions. They <b>describe the impact</b> of religions on people's lives. They <b>suggest meanings</b> for range of forms of religious expression.	In response to the religious material they learn about, pupils can express their own views using <b>sound reasons</b> . They show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	In relation to religious material studied pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.

<u>Year Group</u>	<u>Autumn Term</u>	<u>Christmas Unit</u>	<u>Spring Term</u>	<u>Easter Unit</u>	<u>Summer Term</u>
Year 1	<p><b>What can we learn about Christianity from visiting a church?</b> Introducing features of a church, worship (including Harvest), leaders.</p>	<p><b>Why are gifts given at Christmas?</b></p>	<p><b>Why is Jesus special to Christians?</b> Introducing Jesus, beliefs and stories about Jesus.</p>	<p><b>What is the Easter story?</b></p>	<p><b>What can we find out about Buddha?</b> Introducing beliefs and stories about Buddha.</p>
Year 2	<p><b>What can we learn from the story of Venerable Bede?</b> Introducing stories about Bede and his influence: Impact of Belief, Expressions of Belief <b>Why is the Bible special to Christians?</b> Introducing the Bible, how it is treated, beliefs about God shown in the Bible.</p>	<p><b>How and why is light important at Christmas?</b></p>	<p><b>What does it mean to belong in Christianity?</b> Introducing ceremonies of commitment and belonging, how beliefs affect values and actions of individuals.</p>	<p><b>How do Christians celebrate Easter?</b></p>	<p><b>How do Buddhists show their beliefs?</b> Introducing worship, ceremonies and how commitment and belonging is shown.</p>
Year 3	<p><b>What can we learn about Christian symbols and beliefs by visiting churches?</b> Developing knowledge of Christian worship, differing practices, symbols:</p>	<p><b>How and why is Advent important to Christians?</b> Developing knowledge of Christmas story, Christian symbols and practices today.</p>	<p><b>What do Christians believe about Jesus?</b> Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today.</p>	<p><b>What do Christians remember on Palm Sunday?</b> Developing knowledge of Palm Sunday in context of Easter, Christian symbols and practices today.</p>	<p><b>What do Sikhs believe?</b> Developing knowledge about Sikh beliefs about God and the Gurus.</p>
Year 4	<p><b>How and why do religious people show care for others?</b> Developing knowledge about practices within religious traditions and their links to beliefs and</p>	<p><b>Why do Christians call Jesus the light of the world?</b> Developing knowledge of Christmas story, Christian symbols and practices today.</p>	<p><b>What do Christians believe about God?</b> Developing knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians</p>	<p><b>Why is Lent such an important period for Christians?</b> Developing knowledge of Lent period, connections</p>	<p><b>How do Sikhs express their beliefs?</b> Developing knowledge about how Sikh beliefs are expressed through worship at the Gurdwara, festivals, symbols used</p>

	sources. Developing knowledge of similarities between at least 2 religions		feel and act.	to Easter story, Christian symbols and practices today.	and through actions.
<b>Year 5</b>	<b>What can we learn about Christian faith through studying the lives of northern saints?</b> Demonstrating understanding of the significance of northern saints, then and now.	<b>What are the themes of Christmas?</b> Demonstrating understanding of significance of Christmas story, Christian symbols and practices today.	<b>What do we know about the Bible and why is it important to Christians?</b> Demonstrating understanding of the importance of the Bible, its impact on worship, values and daily living.	<b>Why is the Last Supper so important to Christians?</b> Demonstrating understanding of Last Supper, its significance at the time of Jesus and today, Impact of Belief.	<b>What do Muslims believe and how are these beliefs expressed?</b> Demonstrating understanding of beliefs and practices within Islam and how these beliefs make a difference to individual and communal life.
<b>Year 6</b>	<b>Why do people have ceremonies and use ritual in their lives?</b> Demonstrating understanding of meaning and importance of rituals in more than one religion, comparing similarities and differences in religious beliefs and expression: Significance of Moses. Role of Rabbi.	<b>What do the gospels tell us about the birth of Jesus?</b> Demonstrating understanding of significance of Christmas story, Christian symbols and practices today.	<b>Why should people with a religious faith care about the environment?</b> Demonstrating understanding of the impact of religious faiths on actions	<b>Why are Good Friday and Easter Day the most important days for Christians?</b> Demonstrating understanding of crucifixion and resurrection as basis of Christianity and significance for Christians today.	<b>So, what do we now know about Christianity? (exploration through the concepts)</b> Demonstrating understanding of what they have learnt about Christianity through the 4 Concepts.