



Curriculum Expectations

EYFS

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour)

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the World (People and Communities)

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places and objects.

Intent

Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

Implementation

RE will be taught through engaging, motivating and progressive units across the school. RE lessons will:

- ❖ start with an engagement/thought provoking stimulus
- ❖ share a 'Big Learning Question'
- ❖ lead to some 'key enquiry questions'
- ❖ take the questions into a scheme of work
- ❖ allow pupils to develop their own Knowledge Organisers
- ❖ allow pupils to evidence their learning using scrapbooks, photographs and performances

Impact

To evidence that our pupils can do more and know more in RE we will:

- ✓ Collate evidence to monitor progress
- ✓ Review knowledge organisers
- ✓ Interview pupils
- ✓ Monitor teaching
- ✓ Review schemes of work
- ✓ Follow achievements through progression maps

RE coverage should aim to:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- enable pupils to build their sense of identity and belonging;
- teach pupils to develop respect for others;
- prompt pupils to consider their responsibilities.

Beliefs and teachings (from various religions)

Understanding the key teachings of various religions.

Rituals, ceremonies and lifestyles (from various religions)

Exploring the day-to-day lives and practices of various religions.

How beliefs are expressed

Understanding how books, scriptures, symbols, art and readings convey beliefs.

Values (in your own life and others' lives)

Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

Time to reflect and personal growth

Showing an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.

Northumberland Agreed Syllabus In Barndale

As part of teaching RE within Barndale we have decided to approach this through 3 culture weeks built into the school calendar. These are aimed to allow our pupils to really depth a depth in learning and understanding, rather than a fleeting lesson in a busy timetable. The LA agreed syllabus is modelled below. This syllabus is due for renewal to the following tables are more tailored to how this is likely to look. Further guidance can be found on: <chrome-extension://efaidnbmninnibpcajpcgclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.northumberland.gov.uk%2FNorthumberlandCountyCouncil%2Fmedia%2FDocument-store%2FSACRE%2FPart-1-PDF.pdf&clen=935003&chunk=true>

	Knowledge	Understanding	Skills
KS 1	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Re-tell and suggest meanings to some religious and moral stories, explore and discuss sacred writings and sources of wisdom and recognise the traditions from which they come.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using speech, prose, music, art or poetry.</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>
KS 2	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>Observe and understand different examples of religions and worldviews so that they can explain, with reasons, their meaning and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, and suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions* of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<p>. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including music, art, poetry or reasoned argument.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, shared values and respect for others.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>
KS 3	<p>Explain and interpret how religions and worldviews influence individuals and communities through their beliefs and practices, in order to evaluate the reasons why some people support and others question these influences.</p> <p>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.</p> <p>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</p>	<p>Explain and evaluate from different perspectives (e.g. that of an atheist, a sociologist, a theologian) dimensions of religions and worldviews which they encounter such as sources of authority, beliefs, practices and key values.</p> <p>Observe and interpret a wide range of ways in which commitment and identity are expressed. They analyse and evaluate controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.</p> <p>Consider and evaluate the question: What is religion? They analyse the nature of religion using the main disciplines by which religion is studied.</p>	<p>Explore some of the ultimate questions raised by human existence, making well-informed and reasoned personal responses, and expressing insights that draw on a wide range of examples including the arts, the media and philosophy.</p> <p>Examine and evaluate issues about community relations and respect for all in the light of perspectives from different religions and worldviews.</p> <p>Explore and express insights into significant moral and ethical questions posed by being human in ways that are well informed and which invite personal response. They use reasoning which may draw on a range of examples from real life, fiction or other forms of media.</p>

	KS1	KS2	KS3
Beliefs and teachings (from various religions)	<p>Children can:</p> <ul style="list-style-type: none"> a describe the main beliefs of a religion; b describe the main festivals of a religion. 	<p>Children can:</p> <ul style="list-style-type: none"> a describe the key teachings and beliefs of a religion; b begin to compare the main festivals of world religions; c refer to religious figures and holy books. 	<p>Children can:</p> <ul style="list-style-type: none"> a recognise and explain how some teachings and beliefs are shared between religions; b explain how religious beliefs can shape the lives of individuals and contribute to society.
Rituals, ceremonies and lifestyles	<p>Children can:</p> <ul style="list-style-type: none"> a recognise, name and describe religious artefacts, places and practices; b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; c observe when practices and rituals are featured in more than one religion or lifestyle. 	<p>Children can:</p> <ul style="list-style-type: none"> a identify religious artefacts and how they are involved in daily practices and rituals; b describe religious buildings and how they are used; c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. 	<p>Children can:</p> <ul style="list-style-type: none"> a explain practices and lifestyles associated with belonging to a faith; b explain practices and lifestyles associated with belonging to a non-religious community; c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; d show an understanding of the role of a spiritual leader.
How beliefs are expressed	<p>Children can:</p> <ul style="list-style-type: none"> a name religious symbols and the meaning of them; b learn the name of important religious stories; c retell religious stories and suggest meanings in the story. 	<p>Children can:</p> <ul style="list-style-type: none"> a begin to identify religious symbolism in different forms of art and communication; b looking at holy texts and stories, explain meaning in a story; c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. 	<p>Children can:</p> <ul style="list-style-type: none"> a explore religious symbolism in literature and the arts; b explain some of the different ways individuals show their beliefs; c share their opinion or express their own belief with respect and tolerance for others.
Time to reflect and personal growth	<p>Children can:</p> <ul style="list-style-type: none"> a identify things that are important in their lives; b ask questions about the puzzling aspects of life; c understand that there are similarities and differences between people. 	<p>Children can:</p> <ul style="list-style-type: none"> a understand that personal experiences and feelings can influence their attitudes and actions; b offer suggestions about why religious and non-religious leaders and followers have acted the way they have; c ask questions that have no agreed answers, and offer suggestions as answers to those questions; d understand that there are similarities and differences between people and respect those differences. 	<p>Children can:</p> <ul style="list-style-type: none"> a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c explain why their answers may be different from someone else's and respond sensitively.

Values (in your own life and others lives)

Children can:

- a look at how values affect a community and individuals;
- b explain how actions can affect other people;
- c understand that they have their own choices to make and begin to understand the concept of morals.

Children can:

- a make informed choices and understand the consequences of choices;
- b describe how shared values in a community can affect behaviour and outcomes;
- c discuss and give opinions on morals and values, including their own.

Children can:

- a explain why individuals and communities may have similar and differing values;
- b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;
- c express their own values while respecting the values of others.