

	Hartlepool Agreed Syllabus For R.E. 2020						
<u>RE is statutory for all pupils. It may be taught at Reception stage within a themed programme but the programmes of study must be covered. R.E. needs to be taught for 36 hrs per year in KS1 and for 45hrs per year in KS2.</u>	<u>EYFS</u> <u>Main focus - Christianity</u>	<u>Y1</u> <u>Main focus – Christianity and Hinduism</u> Bold- see concepts for each religion with key objectives for the key stage. Supplementary religion to compare over the year- Judaism	<u>Y2</u> <u>Main focus – Christianity and Hinduism</u> Bold- see concepts for each religion with key objectives for the key stage. Supplementary religions to compare over the year Judaism	<u>Y3</u> <u>Main focus – Christianity, Islam and Sikhism</u> Bold- see concepts for each religion with key objectives for the key stage. Supplementary religions to compare over the year Hinduism	<u>Y4</u> <u>Main focus – Christianity, Islam and Sikhism</u> Bold- see concepts for each religion with key objectives for the key stage. Supplementary religions to compare over the year Hinduism	<u>Y5</u> <u>Main focus – Christianity, Islam and Sikhism</u> Bold- see concepts for each religion with key objectives for the key stage. Supplementary religions to compare over the year Buddhism Judaism Hinduism	<u>Y6</u> <u>Main focus – Christianity, Islam and Sikhism</u> Bold- see concepts for each religion with key objectives for the key stage. Supplementary religions to compare over the year Buddhism Judaism Hinduism
Autumn	Nursery Let's find out about Harvest. Let's find out about Divali. Lets find out about the Christmas story. Reception Lets find out about Harvest in a church. Let's find out about Shabbat. Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches.	What can we learn about Christianity from visiting a church? Belief, Authority, Expressions of Belief. What do Christians believe about God? Belief Why are gifts given at Christmas? Belief, Authority, Expressions of Belief,	What can we learn about our local faith communities? Belief, Authority, Expressions of Belief. How do Hindus celebrate Divali? Authority, Expressions of Belief, Impact of Belief. How and why is light important at Christmas? Belief, Authority, Expressions of Belief.	What do Sikhs believe about God? Belief. Why are the Gurus inspirational to Sikhs? Authority, Impact of Belief. How and why is Advent important to Christians? Expressions of Belief, Impact of Belief.	What do we know about the Bible and why is it important to Christians? Belief, Expressions of Belief, Impact of Belief. Why do Christians call Jesus the light of the world? Belief, Authority.	What do Muslims believe about God? Belief. Why is Muhammad important to Muslims? Belief, Authority, Expressions of Belief. Why do Muslims go to the mosque? Expressions of Belief, Impact of Belief. What are the themes of Christmas? Authority, Expressions of Belief.	Why do people use rituals today? Expressions of Belief. What do the gospels tell us about the birth of Jesus? Belief, Authority.

Spring	Nursery Let's find out about the Bible. Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm). Let's find out about the Easter story. Reception Let's find out about holy books (eg the Qur'an, the Torah, the Guru Granth Sahib). Let's hear some stories Jesus told (Lost Sheep, Lost Coin). Let's find out about Easter celebrations in churches.	Why is Jesus special to Christians? Belief What is the Easter story? Belief, Authority, Expressions of Belief.	Why is the Bible special to Christians? Belief, Authority. How do Christians celebrate Easter? Belief, Authority, Expressions of Belief.	What can we learn about Christian worship and beliefs by visiting churches? Belief, Expressions of Belief. What do Christians remember on Palm Sunday? Belief, Authority, Expressions of Belief, Impact of Belief.	What do Christians believe about Jesus? Belief. Why is Lent such an important period for Christians? Authority, Expressions of Belief, Impact of Belief.	What do Christians believe about God? Belief. Why is the Last Supper so important to Christians? Authority, Expressions of Belief.	How and why do people care about the environment? Authority, Expressions of Belief, Impact of Belief. Why are Good Friday and Easter Day the most important days for Christians? Belief, Expressions of Belief.
Summer	Nursery Let's find out about Christian baptism. Let's find out about Raksha Bandhan. Reception	What do Hindus believe about God? Belief. How do Hindus worship? Authority, Expressions of Belief.	What does it mean to belong to Christianity? Impact of Belief. What can we learn about the story of St Hild? Belief, Authority, Expressions of	Why do Sikhs go to the Gurdwara? Expressions of Belief. How do Sikhs show commitment and belonging to the faith? Expressions of Belief, Impact of Belief.	How and why do people show care for others? Impact of Belief. Why do people visit Durham Cathedral today? (or other local places with significance for Christians)	How do Muslims show their faith through actions? Expressions of Belief, Impact of Belief. What can we learn about our local faith communities? Impact of Belief.	So, what do we now know about Christianity? Statutory Bridging Unit. Belief, Authority, Expressions of Belief, Impact of Belief.

	Reception Let's find out about special buildings and how people worship there (eg mandir, church, synagogue, Buddhist rupas).	How do Hindus show belonging? Expressions of Belief, Impact of Belief.	Belief, Impact of Belief.		Expressions of Belief, Impact of Belief.		
Skill Focus/Progression	<u>People & Communities</u> <u>16-26months (3b)</u> Enjoys pictures and stories about themselves, their families and other people. <u>30-50 months (5c)</u> Recognises and describes special times or events for family or friends. <u>22-36 months (5d)</u> In pretend play, initiates everyday actions and events from our family and cultural background <u>30-50 months (5d)</u> Shows interest in different occupations and ways of life.						

Knowledge and Understanding of Religion Through the four cencepts and developing the skills of investigation and enquiry, application and synthesis	Critical Thinking Developing the skills of analysis, evaluation, interpretation and expression	Personal Reflection Developing the skills of reflection and response and empathy
Pupils can recognise and name the features of religious life and practice. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression	Pupils talk about 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.
Pupils identify some beliefs and features of religion and their importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify 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 simple reasons to support these. Pupils recognise 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.
Pupils describe some of the beliefs and features of religion, recognising similarities and differences . They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers’ lives. They describe some forms of religious expression.	In response to the religious material they learn about, pupils are able to express their views and support the using a plausible reason or reasons . They show some awareness of other people’s views . Pupils ask important questions 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 reflect on what influences them, making links between aspects of their own and others’ experiences.
Pupils can demonstrate understanding of some of the beliefs and features of religion through the RE concepts and make some links between them. They can describe some similarities and differences both within and between religions. They describe the impact of religions on people’s lives. They suggest meanings for range of forms of religious expression.	In response to the religious material they learn about, pupils can express their own views using sound reasons . They show understanding of differing views and can give reasons to support an opposing view (ie they can see both sides of an argument).	In relation to religious material studied pupils can reflect on their own beliefs, feelings and values and develop empathy for people with differing beliefs and experiences.
Pupils demonstrate how the RE concepts (Belief, Authority, Expression of Belief, Impact of Belief) connect in order to show understanding of what religion is . Pupils explain the impact of beliefs of individuals and communities. They show understanding of why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.	In response to questions of identity, belonging, meaning, purpose, truth, values and commitments, pupils show understanding of differing views and can give sound reasons to support a range of opposing views (ie they recognise that there are often several sides to an argument).	In relation to religious material studied, pupils can reflect on what inspires and influences them and develop an understanding of where their ideas come from. They have the opportunity to develop open-mindedness when hearing the views, thoughts, ideas and feelings of others.
Pupils demonstrate how the RE concepts connect in order to show understanding of what religion is . They can explain the reasons for diversity within and between religions. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.	In response to the religious material they learn about, pupils can evaluate their own and differing views, distinguishing between belief, opinion, fact, experience and they can recognise bias. They can give cogent reasons (clear, logical and convincing) for a range of views using evidence, factual information and persuasive argument. (ie this is about quality of evidence and reasoning)	In relation to religious material studied, pupils are able to reflect on their own beliefs, ideas, feelings and values and appreciate how their beliefs may have an impact on others.