

Newcastle Locally Agreed Syllabus 2015


Scheme of Work

Religious Education




Statutory Requirements

and school curriculum

Year Group	Newcastle Agreed Syllabus Requirements (developed from relevant areas of the DfE's 2013 EYFS Profile)
<u>Nursery</u> 	<p>Children will:</p> <ul style="list-style-type: none">• listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions• use talk to organise, sequence and clarify thoughts, ideas, feelings and events• answer “who”, “how” and “why” questions in response to stories, experiences or events from different sources• talk about how they and others show feelings• develop their own narratives in relation to stories they hear from different traditions. understand that they can expect others to treat their needs, views, cultures and beliefs with respect• work as part of a group, take turns and share fairly, and understand that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously• talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable• think and talk about issues of right and wrong and why these issues matter• respond to significant experiences, showing a range of feelings when appropriate

	<ul style="list-style-type: none"> • have a developing awareness of their own needs, views and feelings and are sensitive to those of others • have a developing respect for their own cultures and beliefs, and those of other people • show sensitivity to others' needs and feelings, and form positive relationships • talk about similarities and differences between themselves and others, and among families, communities and traditions • begin to know about their own cultures and beliefs and those of other people • explore, observe and find out about places and objects that matter in different cultures and beliefs
<p><u>Additional school curriculum & photos:</u></p> <p>Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</p> <p>Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church elder's lunch club, Greek café.</p> <p>Provide role-play areas with a variety of resources reflecting diversity.</p> <p>Make a display with the children, showing all the people who make up the community of the setting.</p> <p>Share stories that reflect the diversity of children's experiences.</p> <p>Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work</p> <p>Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.</p> <p>Children demonstrate their learning through art and cookery.</p>	



Year Group	Newcastle Agreed Syllabus Requirements (developed from relevant areas of the DfE's 2013 EYFS Profile)
<u>Reception</u>  	<p>Children will:</p> <ul style="list-style-type: none"> • listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions • use talk to organise, sequence and clarify thoughts, ideas, feelings and events • answer “who”, “how” and “why” questions in response to stories, experiences or events from different sources talk about how they and others show feelings • develop their own narratives in relation to stories they hear from different traditions. understand that they can expect others to treat their needs, views, cultures and beliefs with respect • work as part of a group, take turns and share fairly, and understand that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously • talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable • think and talk about issues of right and wrong and why these issues matter • respond to significant experiences, showing a range of feelings when appropriate • have a developing awareness of their own needs, views and feelings and are sensitive to those of others • have a developing respect for their own cultures and beliefs, and those of other people • show sensitivity to others’ needs and feelings, and form positive relationships • talk about similarities and differences between themselves and others, and among families, communities and traditions • begin to know about their own cultures and beliefs and those of other people • explore, observe and find out about places and objects that matter in different cultures and beliefs
Units: <i>The Importance of Belonging, Harvest Festivals, Friends of Jesus</i>	

Additional school curriculum & photos:

Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.

Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church elder's lunch club, Greek café.

Provide role-play areas with a variety of resources reflecting diversity.

Make a display with the children, showing all the people who make up the community of the setting.


Share stories that reflect the diversity of children's experiences.

Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work

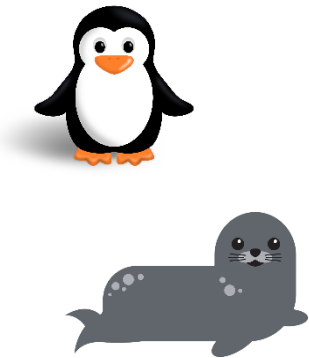
Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.

Children demonstrate their learning through ICT and Art.



Year Group	Newcastle Agreed Syllabus Requirements
<u>Year 1</u> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Retell 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. • 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. • Notice and respond sensitively to some similarities between different religions and worldviews • Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. • Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. • 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. • Find out about questions of right and wrong and begin to express their ideas and opinions in response • Find out about and respond with ideas to examples of co-operation between people who are different. • Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using speech, prose, music, art or poetry.
Units: <i>Expressions of belonging, Christmas, Christian Beliefs and Practices, Easter, Introduction to the Bible through Characters and Stories and Teaching through Stories</i>	
<u>Additional school curriculum & photos:</u> <ul style="list-style-type: none"> • Children visit the church during Easter and Christmas time. 	

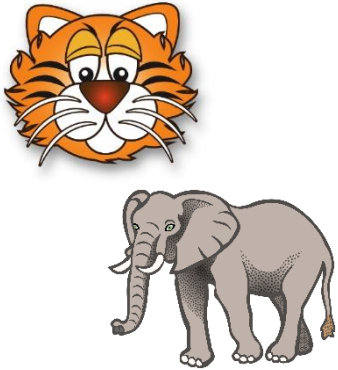
- Visitors from different faiths and cultures are invited into school.
- Children and their families are encouraged to talk about their faith and culture to the rest of the class.
- Belief, faith, belonging, identify and other key concepts in RE are constantly discussed during circle time.
- Morality, respect and other concepts are linked to whole school behaviour expectations and continuously reinforced.
- Children learn Easter songs to perform at a local church.
- Children demonstrate their learning through art and cookery.
- Children learn about religious festivals and festivals from other cultures in whole school assemblies.
- Children learn hymns and perform the nativity at Christmas time.
- Books and stories from different cultures and religions are made available in classrooms and in the school library.

Year Group	Newcastle Agreed Syllabus Requirements
<p><u>Year 2</u></p> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Retell 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. • 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. • Notice and respond sensitively to some similarities between different religions and worldviews • Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. • Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. • 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. • Find out about questions of right and wrong and begin to express their ideas and opinions in response • Find out about and respond with ideas to examples of co-operation between people who are different. • 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>Units: Expressions of Belonging, Teaching through Stories, Christmas and Hanukah, Judaism, Torah and Shabbat, Easter, Judaism: beliefs and practice, Ideas about God in Judaism and Christianity</p>	
<p><u>Additional school curriculum & photos:</u></p>	

- Children visit the church during Easter and Christmas time.
- Visitors from different faiths and cultures are invited into school.
- Children and their families are encouraged to talk about their faith and culture to the rest of the class.
- Belief, faith, belonging, identify and other key concepts in RE are constantly discussed during circle time.
- Morality, respect and other concepts are linked to whole school behaviour expectations and continuously reinforced.
- Children learn Easter songs to perform at a local church.
- Children demonstrate their learning through art (making a 'belonging shield') and cookery (Shrove Tuesday).
- Books and stories from different cultures and religions are made available in classrooms and in the school library.
- Children learn about religious festivals and festivals from other cultures in whole school assemblies.
- Children learn hymns and perform the nativity at Christmas time.
- Children visit to a synagogue.



Year Group	Newcastle Agreed Syllabus Requirements
<u>Year 3</u>	Children will:



- 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
- 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.
- 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.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand different examples of religions and worldviews so that they can explain, with reasons, their meaning and significance to individuals and communities.
- 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.
- 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.
- 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.
- 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.

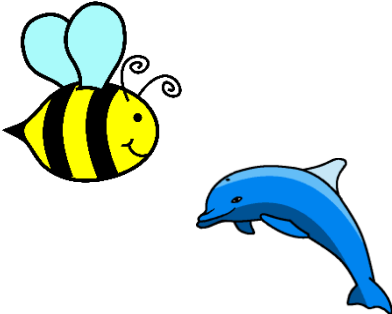
Units: *Expressions and Identity, Christmas, Content and Significance of the Bible, Meanings with Easter, The Person of Jesus, Hinduism: beliefs and practices*

Additional school curriculum & photos:

- Children visit the church during Harvest and Christmas time.
- Visitors from different faiths and cultures are invited into school.
- Children and their families are encouraged to talk about their faith and culture to the rest of the class.
- Belief, faith, belonging, identify and other key concepts in RE are constantly discussed during circle time.

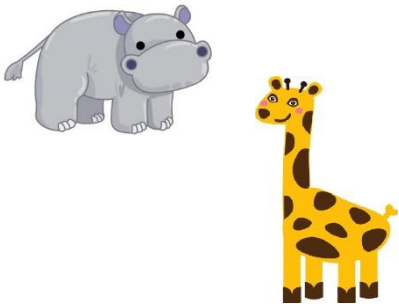
- Morality, respect and other concepts are linked to whole school behaviour expectations and continuously reinforced.
- Children learn Harvest songs to perform at a local church.
- Children demonstrate their learning through art and cookery.
- Children learn about religious festivals and festivals from other cultures in whole school assemblies.
- Books and stories from different cultures and religions are made available in classrooms and in the school library.
- Children visit a Hindu temple.
- Hymns and Christmas carols are performed in the Christmas concert and children are given the opportunity to go carol singing in the local community.



Year Group	Newcastle Agreed Syllabus Requirements
<p><u>Year 4</u></p> 	<p>Children will:</p> <ul style="list-style-type: none"> • 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 • 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. • 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. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Observe and understand different examples of religions and worldviews so that they can explain, with reasons, their meaning and significance to individuals and communities. • 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. • 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. • 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. • 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>Units: <i>Understanding Humanism, Christmas and Diwali, Hinduism: God and worship in the home, Meanings within Easter, Religions in the Local Community, The Meaning of Signs and Symbols in Religion</i></p>	
<p><u>Additional school curriculum & photos:</u></p> <ul style="list-style-type: none"> • Children visit the church during Harvest and Christmas time. • Visitors from different faiths and cultures are invited into school. 	

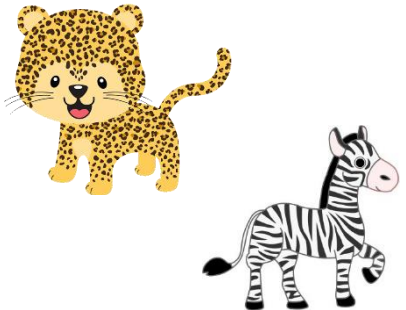
- Children and their families are encouraged to talk about their faith and culture to the rest of the class.
- Belief, faith, belonging, identify and other key concepts in RE are constantly discussed during circle time.
- Morality, respect and other concepts are linked to whole school behaviour expectations and continuously reinforced.
- Children learn Harvest songs to perform at a local church.
- Children demonstrate their learning through art and cookery.
- Children learn about religious festivals and festivals from other cultures in whole school assemblies.
- Books and stories from different cultures and religions are made available in classrooms and in the school library.
- Children visit a Hindu temple.
- Hymns and Christmas carols are performed in the Christmas concert and children are given the opportunity to go carol singing in the local community.
- Visits are arranged to churches from different Christian denominations (e.g. Hillsong church).



Year Group	Newcastle Agreed Syllabus Requirements
<u>Year 5</u> 	Children will: <ul style="list-style-type: none"> • 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 • 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. • 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. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Observe and understand different examples of religions and worldviews so that they can explain, with reasons, their meaning and significance to individuals and communities.

	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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.
Units: <i>Islam: Muhammed, Islam: The Quran, Origins and Compositions of the Bible, People's Perspectives on and Impressions of Jesus, The Influence of Faith on Believers, Places of Worship</i>	
<p><u>Additional school curriculum & photos:</u></p> <ul style="list-style-type: none"> • Visitors are invited into school (Imam or parents) and children are encouraged to discuss their faith. • Children visit a local Mosque. • Children visit the church during Harvest and Christmas time. • Visitors from different faiths and cultures are invited into school. • Children and their families are encouraged to talk about their faith and culture to the rest of the class. • Belief, faith, belonging, identify and other key concepts in RE are constantly discussed during circle time. • Morality, respect and other concepts are linked to whole school behaviour expectations and continuously reinforced. • Children learn Harvest songs to perform at a local church. • Children demonstrate their learning through art and cookery. • Children learn about religious festivals and festivals from other cultures in whole school assemblies. • Books and stories from different cultures and religions are made available in classrooms and in the school library. • Children are given the opportunity to go carol singing in the local community. 	



Year Group	Newcastle Agreed Syllabus Requirements
<p><u>Year 6</u></p> 	<p>Children will:</p> <ul style="list-style-type: none"> • 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 • 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. • 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. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Observe and understand different examples of religions and worldviews so that they can explain, with reasons, their meaning and significance to individuals and communities. • 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. • 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. • 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. • 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.

Units: *Islam: the five pillars, Islam: the role of the Mosque, God as Spirit, People's Perspectives on and Impressions of Jesus, Importance of Worship, Expressing Religious Faith through Arts*

Additional school curriculum & photos:

- Children visit a Sikh Gurdwara
- Children visit the church during Harvest and Christmas time.
- Visitors from different faiths and cultures are invited into school.
- Children and their families are encouraged to talk about their faith and culture to the rest of the class.
- Belief, faith, belonging, identify and other key concepts in RE are constantly discussed during circle time.
- Morality, respect and other concepts are linked to whole school behaviour expectations and continuously reinforced.
- Children learn Harvest songs to perform at a local church.
- Children demonstrate their learning through art and cookery.
- Children learn about religious festivals and festivals from other cultures in whole school assemblies.
- Books and stories from different cultures and religions are made available in classrooms and in the school library.
- Children are given the opportunity to go carol singing in the local community.

