


Newcastle Agreed Syllabus for Religious Education



RE



Statutory
Requirements
and school curriculum



EYFS Nursery and Reception		Additional school curriculum	Photos
  <hr style="border-top: 1px dashed black;"/>  	<p>* Encourage children to talk about their own home and community life, and to find out about other children's experiences.</p> <p>* Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting.</p> <p>*Encourage children to share their feelings and talk about why they respond to experiences in particular ways.</p> <p>*Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing.</p> <p>*Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and</p>	<p>•Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.</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</p>	   

	<p>discussing practices, resources, celebrations and experiences.</p> <p>*Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</p>	<p>resources reflecting diversity.</p> <ul style="list-style-type: none"> • 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. 	
--	---	--	--






	NATRE agreed syllabus	Additional school curriculum	Photos
<p>KS1 (Y1)</p>  	<p><u>Belonging</u></p> <ul style="list-style-type: none"> • Learning about different ways of life. • Identify some features of religion. • Learn about the relation of faith and people's lives. • Learn about identity, diversity and 	<ul style="list-style-type: none"> • Voice 21 • Visits • Visitors from different faiths and cultures. • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations • Assemblies 	



	belonging. <ul style="list-style-type: none"> • Talk about and question own feelings and experiences. 		
	<u>Christmas story</u> <ul style="list-style-type: none"> • Learn about the Christmas story. • Retell the Christmas story. • Discuss what gifts the wise men gave Jesus. • Learn about giving and receiving and how it makes us feel. 	<ul style="list-style-type: none"> • Voice 21 • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations • Assemblies • Christmas play 	
	<u>Christian beliefs and practices</u> <ul style="list-style-type: none"> • Recognise and talk about what religious people do. • Discuss where they go to worship. • Identify important artefacts, books and places for Christianity and Judaism. 	<ul style="list-style-type: none"> • Voice 21 • Visits • Visitors from different faiths and cultures. • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations 	
	<u>Easter</u> <ul style="list-style-type: none"> • Learn about new life and 	<ul style="list-style-type: none"> • Voice 21 • Reward incentives (dojos, 	

	<p>Easter.</p> <ul style="list-style-type: none"> • Discuss what happens in the Easter story. • Discuss what it means to forgive someone. How does it feel to be forgiven? • Retell the Easter story. 	<p>stickers)</p> <ul style="list-style-type: none"> • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations • Assemblies 	
	<p><u>Introduction to Bible Stories</u></p> <ul style="list-style-type: none"> • Learn about stories from the Bible and talk about them. • Learn about morals and themes behind stories in the bible. • Discuss what it means to trust. 	<ul style="list-style-type: none"> • Voice 21 • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations 	
	<p><u>Teaching through the stories of Jesus</u></p> <ul style="list-style-type: none"> • Retell a story told by Jesus. • Discuss what it means to care for others. • Relate the 	<ul style="list-style-type: none"> • Voice 21 • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations 	

	<p>features of bible stories and familiar stories.</p> <ul style="list-style-type: none"> • Talk about what is important to them and why? 		
<p>KS1 (Y2)</p> 	<p><u>Stories of Jesus</u></p> <ul style="list-style-type: none"> • Learn about values and commitment. • Talk about value and concern for themselves and others. • Relate to the morals and hidden messages behind stories taught by Jesus. 	<ul style="list-style-type: none"> • Voice 21 • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations 	
	<p><u>Christmas and Hanukah</u></p> <ul style="list-style-type: none"> • Discuss and retell the Christmas story. • Learn about the role the characters in the story played and its importance. • Learn about the story of Hanukkah and its importance to Jews. 	<ul style="list-style-type: none"> • Voice 21 • Visit to a synagogue • Visitors from different faiths and cultures. • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations • Christmas play 	




	<ul style="list-style-type: none"> • Ask questions about the similarities and differences between Christmas and Hanukkah. • Reflect and discuss the message behind both celebrations. 		
	<p>Judaism, Torah and Shabbat</p> <ul style="list-style-type: none"> • Explore what the Jewish Torah is and compare to other holy books. • Discuss why the Torah is written in Hebrew. • Investigate how Jewish people read the Torah. • Know that Shabbat is a holy day for Jewish people. • Explore how Shabbat is celebrated. 	<ul style="list-style-type: none"> • Voice 21 • Visits • Visitors from different faiths and cultures. • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations • ICT safety 	
	<p><u>Easter</u></p> <ul style="list-style-type: none"> • Retell the events leading up to the Easter 	<ul style="list-style-type: none"> • Voice 21 • Visitors from different faiths and cultures. • Reward incentives (dojos, 	




	<p>story.</p> <ul style="list-style-type: none"> • Ask questions about the Easter story. • Discuss the connection to Jesus coming back to life and new life. • Look at how Easter is celebrated in other countries. 	<p>stickers)</p> <ul style="list-style-type: none"> • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations • Assemblies 	  
	<p><u>Judaism beliefs and practice</u></p> <ul style="list-style-type: none"> • Why is a synagogue important to Jews? • What is the Torah and how is it written? • What is Shabbat and how is it celebrated? • What are the similarities and differences between the Bible and the Torah? 	<ul style="list-style-type: none"> • Voice 21 • Visit to a synagogue • Visitors from different faiths and cultures. • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations 	 
	<p><u>Jewish and Christian beliefs</u></p> <ul style="list-style-type: none"> • What are the similarities 	<ul style="list-style-type: none"> • Voice 21 • Visits • Visitors from different faiths and cultures. 	

	<p>and differences between being a Christian and a Jew?</p> <ul style="list-style-type: none"> • Read and compare the creation story in the Bible and the Torah. • Why is their places of worship important to them? • Discuss the similarities and differences between the Bible and the Torah? • Discuss books that are important to them. 	<ul style="list-style-type: none"> • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations • ICT safety 	
<p>LKS2 (Y3)</p>  	<p><u>Expressions and Identity</u></p> <ul style="list-style-type: none"> • Know that there are many religions in the world. • Explore what it means to be part of a 	<ul style="list-style-type: none"> • Voice 21 • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery 	

	<p>community.</p> <ul style="list-style-type: none"> Investigate how identity can be linked to what someone might wear, their religion or culture. Explore how different communities can support and help each other. 	<ul style="list-style-type: none"> Behaviour expectations ICT safety Assemblies 	
	<p><u>Christmas and festivals of light</u></p> <ul style="list-style-type: none"> Look at events leading up to the Christmas story. Discuss the role the main characters played in the Christmas story. Retell the Christmas story using a different genre. 	<ul style="list-style-type: none"> Voice 21 Visit to a church Celebrate Diwali in assembly Visitors from different church denominations Reward incentives (dojos, stickers) Circle time Stories Video clips Displays Art Cookery Behaviour expectations Christmas concert Carol singing 	
	<p><u>The Bible and stories from the Bible.</u></p> <ul style="list-style-type: none"> Know why the Bible is important to Christians. Explore how the Bible is spilt into two 	<ul style="list-style-type: none"> Voice 21 Reward incentives (dojos, stickers) Circle time Stories Video clips Displays Art Cookery Behaviour expectations 	

	<p>sections the Old Testament and New Testament.</p> <ul style="list-style-type: none"> • Explore and discuss stories from the Bible and their meaning. 	<ul style="list-style-type: none"> • ICT safety • Assemblies • 	
	<p><u>Easter</u></p> <ul style="list-style-type: none"> • Explore what happened in Palm Sunday. • Look at the events of the last supper. • Investigate the events that happened in Holy week. • Explore and discuss why Easter is important to Christians. • Explore and discuss what the resurrection is and why it is important to Christians. 	<ul style="list-style-type: none"> • Voice 21 • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations • ICT safety • Assemblies • 	
	<p><u>The person of Jesus</u></p> <ul style="list-style-type: none"> • Know that Jesus was a historical figure but there are no known images of him. • Explore how 	<ul style="list-style-type: none"> • Voice 21 • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations 	



	<p>Jesus' actions and words can teach us about life.</p> <ul style="list-style-type: none"> • Explore and investigate stories that Jesus taught people called parables. • Know how to find a passage in the Bible. 	<ul style="list-style-type: none"> • ICT safety • Assemblies 	
	<p><u>Hinduism beliefs and practices.</u></p> <ul style="list-style-type: none"> • Learn what the Hindu symbol 'Om' stands for. • Where do Hindu's go to pray, how does it differ from other faiths? • Read and retell the Hindu story of Rama and Sita. • Identify with the concept of God being represented through the five senses. • Learn about the Hindu creation story and how it 	<ul style="list-style-type: none"> • Voice 21 • Visit to a Hindu temple • Visitors from a different Hindu temple • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Behaviour expectations 	  

	differs to other religions.		
<p>(Y4)</p>  	<p><u>Humanism</u></p> <ul style="list-style-type: none"> • Explore the key beliefs of Humanism • Look at Humanist celebrations i.e. naming ceremonies. • Explore why Humanist believe it is important to ask questions to help understand the world around us. • Investigate the difference between atheism and agnosticism. • Investigate the 'Golden rule' and what motivates Humanist to be good. • Explore why humanist believe happiness and freedom are so important. 	<ul style="list-style-type: none"> • Voice 21 • Visits • Visitors from North East Humanist Organisation. • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Behaviour expectations • ICT safety 	   


	<p><u>Christmas and Diwali</u></p> <ul style="list-style-type: none"> • Look at the events leading up to the Christmas story. • Identify with one of the main characters and the role they played. • Look at how Christmas is celebrated around the world. • Look at the Hindu festival of Diwali. • Compare the festivals of Christmas and Diwali. • Discuss the message of light (good) and it overcoming darkness (evil) 	<ul style="list-style-type: none"> • Voice 21 • Visit to a modern church • Visitors from the Hindu temple to talk about Diwali. • Diwali assembly • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations • Christmas concert • Carol singing • Diwali assembly 	  
	<p><u>Hinduism/Worship at home</u></p> <ul style="list-style-type: none"> • Look at how Hindu's worship. 	<ul style="list-style-type: none"> • Voice 21 • Visit to a Hindu temple • Visitors from a different Hindu temple • Reward incentives (dojos, 	



	<ul style="list-style-type: none"> • Explore different ways Hindu's pray at home and at the temple. • Investigate the use of Puja in worship. • Explore some of the Hindu Gods and Goddesses using different genres retell their stories. • What are the festivals of Holi and Diwali? 	<p>stickers)</p> <ul style="list-style-type: none"> • Circle time • Stories • Video clips • Displays • Art • Behaviour expectations 	
	<p><u>Easter</u></p> <ul style="list-style-type: none"> • Look at the events leading up to the Easter story. • Explore the role of the disciples in the build up to Good Friday. • Retell the Easter story from the perspective on one of the disciples. • Explore the messages of forgiveness 	<ul style="list-style-type: none"> • Voice 21 • Visitors from different Christian denominations. • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations Assemblies 	





	and new life.		
	<p><u>Religions in the local community</u></p> <ul style="list-style-type: none"> • Discuss what the concept of identity is. • Explore how we show or might hide our identity. • Learn about how people's identity can be defined by their faith. • Investigate how different religions use ceremonies to identify with their faith. 	<ul style="list-style-type: none"> • Visits • Visitors from different faiths and cultures. • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Cookery • Behaviour expectations ICT safety 	
	<p><u>Meaning of signs and symbols in religion</u></p> <ul style="list-style-type: none"> • Explore meanings contained in stories, objects and signs. • Investigate the story of Noah and the symbols of the rainbow and dove. • Be able to know how to explain literal and non-literal 	<ul style="list-style-type: none"> • Voice 21 • Visitors • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Behaviour expectations ICT safety 	

	<p>(idioms) meanings.</p> <ul style="list-style-type: none"> • Understand how metaphors can describe beliefs • Explore what multifaceted means. • Compare and contrast symbols in Christianity, Hinduism and Judaism. 		
<p>UKS2 (Y5)</p>  	<p><u>Islam- the prophet Muhammad.</u></p> <ul style="list-style-type: none"> • What does it mean to be a Muslim? • What do Muslim's believe? • What is the Muslim holy book called? • Where and how do Muslim's pray/worship? • Investigate the similarities and differences between Islam, Christianity and Judaism. • Investigate 	<ul style="list-style-type: none"> • Voice 21 • Visitors • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Behaviour expectations • ICT safety 	

	<p>the life of the prophet Muhammad.</p> <ul style="list-style-type: none"> • Explore what the five pillars of Islam are. 		
	<u>Islam- The Qur'an</u>	<ul style="list-style-type: none"> • Voice 21 • Visitors • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Behaviour expectations • ICT safety 	
	<u>Origins and Composition of the Bible</u>	<ul style="list-style-type: none"> • Voice 21 • Visitors • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Behaviour expectations • ICT safety 	
	<u>Peoples perspectives of Jesus</u>	<ul style="list-style-type: none"> • Voice 21 • Visitors • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Behaviour expectations • ICT safety 	
	<u>Influences of faith on believers</u>	<ul style="list-style-type: none"> • Visits • Visitors from different 	

	<ul style="list-style-type: none"> Describe how some faiths differ and are similar. Use religious words to describe religious beliefs and actions. Discuss how different religions can make a difference in the lives of others. Compare the actions of important figures in faiths and how they influence us today. 	<p>faiths and cultures.</p> <ul style="list-style-type: none"> Reward incentives (dojos, stickers) Circle time Stories Video clips Displays Art Cookery Behaviour expectations ICT safety 	
	<p><u>Places of worship</u></p> <ul style="list-style-type: none"> Discuss and investigate what 'worship is'. Explore how beliefs and identities can be shown through places of worship. Identify similarities and differences between three 	<ul style="list-style-type: none"> Visits Visitors from different faiths and cultures. Reward incentives (dojos, stickers) Circle time Stories Video clips Displays Art Cookery Behaviour expectations ICT safety 	

	<p>different places of worship.</p> <ul style="list-style-type: none"> Look at different artefacts and objects are an important part of worship. 		 
Year 6	<p><u>The five pillars of Islam</u></p> <ul style="list-style-type: none"> Explore what the five pillars of Islam are. Understand what each pillar represents. Discover what happens during Ramadan. Explore what happens during Hajj. 	<ul style="list-style-type: none"> Voice 21 Visitors Reward incentives (dojos, stickers) Circle time Stories Video clips Displays Art Behaviour expectations ICT safety 	
	<p><u>The Mosque/ Christmas around the world</u></p> <ul style="list-style-type: none"> Explore the different features of a mosque. Discuss why Muslims go to 	<ul style="list-style-type: none"> Voice 21 Visitors Visit to the local mosque. Reward incentives (dojos, stickers) Circle time Stories Video clips Displays 	

	<p>a mosque and what happens there.</p> <ul style="list-style-type: none"> • Explore what Advent is and why it is celebrated. • Investigate how Christmas is celebrated around the world. 	<ul style="list-style-type: none"> • Art • Behaviour expectations • ICT safety 	   
	<p><u>God as Spirit</u></p> <ul style="list-style-type: none"> • Explore how Christians and Jews believe God created everything. • Investigate 	<ul style="list-style-type: none"> • Voice 21 • Visitors • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays 	

	<p>God in Christian Jewish beliefs.</p> <ul style="list-style-type: none"> • Explore and discuss why the trinity is at the centre of Christian beliefs. 	<ul style="list-style-type: none"> • Art • Behaviour expectations ICT safety 	
	<p><u>Peoples perspectives of Jesus cont..</u></p> <ul style="list-style-type: none"> • Explore how people hold differing perspectives and impressions of Jesus. • Investigate how Jesus used figurative language to describe himself. • Discuss why and how Jesus performed miracles. • Explore how Jesus made enemies by what he said and did. 	<ul style="list-style-type: none"> • Voice 21 • Visitors • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Behaviour expectations ICT safety 	
	<p><u>Importance of worship</u></p> <ul style="list-style-type: none"> • Discuss what 'prayer' and 'worship' mean. • Investigate why prayer 	<ul style="list-style-type: none"> • Voice 21 • Visitors • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays 	

	<p>and worship is important to different faiths.</p> <ul style="list-style-type: none"> • Explore how different faiths pray and worship. • Ask questions and discuss why people pray and worship. 	<ul style="list-style-type: none"> • Art • Behaviour expectations ICT safety 	
	<p><u>Expressing religious faith through arts</u></p> <ul style="list-style-type: none"> • Explore how religious beliefs, ideas and feelings can be expressed in a variety of forms. • Investigate how the arts are an important medium for expressing religious faith. • Discuss that in some religions, music is a form of expressing faith. • Explore the different ways different religions express 	<ul style="list-style-type: none"> • Voice 21 • Visitors • Reward incentives (dojos, stickers) • Circle time • Stories • Video clips • Displays • Art • Behaviour expectations ICT safety 	

	themselves through varying art forms.		
--	--	--	--