



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
Key Stage 1	Children are able to identify some beliefs and features of religion.	In response to the religious material they learn about, children are able to express their views and give simple reasons 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.
Lower Key Stage 2	Pupils can describe 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 plausible reason or reasons . 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.
Upper Key Stage 2	Pupils will demonstrate understanding 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 sound reasons . 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	Knowledge & Understanding of Religion <i>through the four concepts and developing the skills of investigation & enquiry, application & synthesis</i>	Critical Thinking <i>developing the skills of analysis, evaluation, interpretation and expression</i>	Personal Reflection <i>developing the skills of reflection & response and empathy</i>
1 & 2	Pupils can recognise and name 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.
1 & 2 3 & 4	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.
3 & 4 5 & 6	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 them 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.
5 & 6	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 (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.



Year 4 RE Program of Study

	Autumn Term	Christmas Unit: What is the meaning of Christmas?	Spring Term	Easter Unit: What is the meaning of Easter?	Summer Term
Year 4	<p>How and why do religious people show care for others?</p> <p><i>Developing knowledge about practices within religious traditions and their links to beliefs and sources. Developing knowledge of similarities between at least 2 religions:</i> Belief, Authority, Impact of Belief</p>	<p>Why do Christians call Jesus the light of the world?</p> <p><i>Developing knowledge of Christmas story, Christian symbols and practices today</i> Belief, Authority, Expressions of Belief</p>	<p>What do Christians believe about God?</p> <p><i>Developing knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians feel and act:</i> Belief, Expressions of Belief, Impact of Belief</p>	<p>Why is Lent such an important period for Christians?</p> <p><i>Developing knowledge of Lent period, connections to Easter story, Christian symbols and practices today</i> Belief, Authority, Expressions of Belief</p>	<p>How do Sikhs express their beliefs?</p> <p><i>Developing knowledge about how Sikh beliefs are expressed through worship at the Gurdwara, festivals, symbols used and through actions.</i> Belief, Expressions of Belief, Impact of Belief</p>

See the full RE syllabus (on staff share/Plains Farm/Curriculum/by subject/RE) for specific objectives and support materials.