



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 5 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 5	<p>What can we learn about Christian faith through studying the lives of northern saints?</p> <p><i>Demonstrating understanding of the significance of northern saints, then and now:</i> Impact of Belief</p>	<p>What are the themes of Christmas?</p> <p><i>Demonstrating understanding of significance of Christmas story, Christian symbols and practices today</i> Belief, Authority, Expressions of Belief</p>	<p>What do we know about the Bible and why is it important to Christians?</p> <p><i>Demonstrating understanding of the importance of the Bible, its impact on worship, values and daily living:</i> Authority, Impact of Belief</p>	<p>Why is the Last Supper so important to Christians?</p> <p><i>Demonstrating understanding of Last Supper, its significance at the time of Jesus and today, Impact of Belief</i> Belief, Authority, Expressions of Belief, Impact of Belief</p>	<p>What do Muslims believe and how are these beliefs expressed?</p> <p><i>Demonstrating understanding of beliefs and practices within Islam and how these beliefs make a difference to individual and communal life.</i> Belief, Authority, 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.