



The planning and teaching of RE is based on *The Agreed Syllabus for Religious Education (Pan-Berkshire) 2018-2023* and the Discovery RE scheme (3<sup>rd</sup> Edition 2017.)

*N.B. Alongside Christianity, the principle religions to be encountered by the end of KS2 are Hinduism, Islam, Judaism and Sikhism. Buddhism is covered as an optional extra.*

### **FS2**

***Children's reception year (age 5) is part of the EYFS. During this year they should encounter Christianity and at least one of the other principle religions required by the end of KS2, and their learning should be aligned to the most recent national EYFS framework. Learning is expected to be experiential and thematic. The Agreed Syllabus for Religious Education (Pan-Berkshire) 2018-2023***

#### **Key ELGs:**

Personal, social and emotional development:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Communication and language:

- Listening and attention
- Understanding
- Speaking

Understanding the world:

- People and communities
- The world
- Technology

Expressive arts and design:

- Exploring and using media and materials
- Being imaginative

*See Discovery RE planning for coverage of individual religions at this stage.*



### **KEY STAGE 1**

**By the end of KS1 (Year 2 age 7) pupils are expected to achieve the following 4 outcomes in their study of Christianity and to achieve at least 2 of these outcomes for each of the other religion/s studied mindful of the holistic learning needed by the end of the primary phase.**

**The Agreed Syllabus for Religious Education (Pan-Berkshire) 2018-2023**

#### **KS1 Expected Outcomes – enquiry and impact**

- **Exp A – Recognise and give simple accounts of the core beliefs.**
- **Exp B – Retell a range of religious stories and explain how they link to the core beliefs and practices.**
- **Exp C – Describe some festivals, celebrations and practices and say how they reflect the core beliefs.**
- **Exp D – Recognise the roles of religious leaders and sacred texts.**

**These outcomes should be achieved through exploration of the following key questions:**

- **Qu 1 – How do some religions demonstrate that everyone is special?**
- **Qu 2 – Why are religious celebrations important to some people but not to others?**
- **Qu 3 – Does everyone believe the same things about God?**
- **Qu 4 – Why do symbols and stories play important roles in religions?**
- **Qu 5 – Why do some people follow religious leaders and teachings?**
- **Qu 6 – How do some people's religious beliefs encourage them to care for the world?**



**KS1 Programme of study**

*See Discovery RE planning for coverage of individual modules at this stage.*

<b><u>Year 1</u></b>	<b>Religion</b>	<b>Key Question (<i>Discovery RE Module</i>)</b>	<b>Pan-Berkshire syllabus</b>	<b>Expected outcome</b>
<b>Autumn 1</b>	Judaism	<i>Are Rosh Hashanah and Yom Kippur important to Jewish children?</i>	<b>Q2</b>	<b>C</b>
<b>Autumn 2</b>	Christianity	<i>What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</i>	<b>Q4</b>	<b>D</b>
<b>Spring 1</b>	Christianity	<i>Was it always easy for Jesus to show friendship?</i>	<b>Q1</b>	<b>A</b>
<b>Spring 2</b>	Christianity	<i>Why was Jesus welcomed like a king or a celebrity by the crowds on Palm Sunday?</i>	<b>Q3</b>	<b>D</b>
<b>Summer 1</b>	Judaism	<i>Is Shabbat important to Jewish children?</i>	<b>Q6</b>	<b>A</b>
<b>Summer 2</b>	Christianity	<i>Does God want Christians to look after the world?</i>	<b>Q6</b>	<b>B</b>



**KS1 Programme of study**

*See Discovery RE planning for coverage of individual modules at this stage.*

<b><u>Year 2</u></b>	<b>Religion</b>	<b>Key Question (<i>Discovery RE Module</i>)</b>	<b>Pan-Berkshire syllabus</b>	<b>Expected outcome</b>
<b>Autumn 1</b>	Islam	<i>Does praying at regular intervals help a Muslim in his or her everyday life?</i>	<b>Q3</b>	<b>A</b>
<b>Autumn 2</b>	Christianity	<i>Why do Christians believe that God gave Jesus to the world?</i>	<b>Q2</b>	<b>A</b>
<b>Spring 1</b>	Islam	<i>Does going to a mosque give Muslims a sense of belonging?</i>	<b>Q2</b>	<b>C</b>
<b>Spring 2</b>	Christianity	<i>How important is it to Christians that Jesus came back to life after his crucifixion?</i>	<b>Q4</b>	<b>C</b>
<b>Summer 1</b>	Islam	<i>Does completing Hajj make a person a better Muslim?</i>	<b>Qs 1 &amp; 4</b>	<b>D &amp; B</b>
<b>Summer 2</b>	Christianity	<i>Is it possible to be kind to everyone all of the time?</i>	<b>Q5</b>	<b>B</b>



## **LOWER KEY STAGE 2**

By the end of LKS2 (Year 4 age 9) pupils are expected to achieve the following four outcomes in their study of Christianity and at least two of these outcomes for each of the other religion/s studied. The choice of outcomes needs to ensure as holistic an understanding of each of the religions studied (especially the core beliefs and their application) as possible and take account of progress through the whole key stage. *The Agreed Syllabus for Religious Education (Pan-Berkshire) 2018-2023*

### **LKS2 Expected Outcomes – enquiry and impact**

- **Exp A – Explain the significance of religious leaders and sacred texts.**
- **Exp B – Describe a range of ways that believers express their core beliefs and make the links between belief and expression.**
- **Exp C – Identify how core beliefs can guide lifestyle choices.**
- **Exp D – Recognise how religious identity can be shaped by family, community and practice.**

### **These outcomes should be achieved through exploration of the following key questions ACROSS KS2:**

- **Qu 1 – To what extent does participating in worship and/or prayer generate a sense of belonging?**
- **Qu 2 – Do Rites of Passage always help a believer to feel connected to God and/or community?**
- **Qu 3 – How can music and the arts help express and communicate religious beliefs?**
- **Qu 4 – To what extent do religious beliefs influence and encourage ‘good’ behaviour?**
- **Qu 5 – How do religious leaders and sacred texts contribute to believers’ understanding of their faith?**
- **Qu 6 – How well does faith help people cope with matters of life and death?**
- **Qu 7 – What difference might it make to believe in God as Creator?**
- **Qu 8 – How might beliefs and community shape a person’s identity?**



**LKS2 Programme of study**

*See Discovery RE planning for coverage of individual modules at this stage.*

<b><u>Year 3</u></b>	<b>Religion</b>	<b>Key Question (<i>Discovery RE Module</i>)</b>	<b>Pan-Berkshire syllabus</b>	<b>Expected outcome</b>
<b>Autumn 1</b>	Hinduism	<i>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</i>	<b>Q1</b>	<b>D</b>
<b>Autumn 2</b>	Christianity	<i>Has Christmas lost its true meaning?</i>	<b>Q1</b>	<b>B</b>
<b>Spring 1</b>	Hinduism	<i>How can Brahman be everywhere and in everything?</i>	<b>Qs 3 &amp; 7</b>	<b>B</b>
<b>Spring 2</b>	Christianity	<i>What is 'good' about Good Friday?</i>	<b>Q6</b>	<b>A</b>
<b>Summer 1</b>	Hinduism	<i>Would visiting the River Ganges feel special to a non-Hindu?</i>	<b>Q2</b>	<b>C</b>
<b>Summer 2</b>	Christianity	<i>Could Jesus heal people? Were these miracles or is there some other explanation?</i>	<b>Q5</b>	<b>A</b>



**LKS2 Programme of study**

*See Discovery RE planning for coverage of individual modules at this stage.*

<b><u>Year 4</u></b>	<b>Religion</b>	<b>Key Question (<i>Discovery RE Module</i>)</b>	<b>Pan-Berkshire syllabus</b>	<b>Expected outcome</b>
<b>Autumn 1</b>	Buddhism	<i>Is it possible for everyone to be happy?</i>	<b>Q8</b>	<b>B, C &amp; D</b>
<b>Autumn 2</b>	Christianity	<i>What is the most significant part of the Nativity story for Christians today?</i>	<b>Q8</b>	<b>D</b>
<b>Spring 1</b>	Buddhism	<i>Can Buddha's teachings make the world a better place?</i>	<b>Q4 &amp; 7</b>	<b>C</b>
<b>Spring 2</b>	Christianity	<i>Is forgiveness always possible for Christians?</i>	<b>Q8</b>	<b>C</b>
<b>Summer 1</b>	Buddhism	<i>What is the best way for a Buddhist to lead a good life?</i>	<b>Q3</b>	<b>D</b>
<b>Summer 2</b>	Christianity	<i>Do people need to go to church to show they are Christians?</i>	<b>Q2</b>	<b>B</b>



## UPPER KEY STAGE 2

By the end of UKS2 (Year 6 age 11) pupils are expected to achieve the following four outcomes in their study of Christianity and at least two of these outcomes for each of the other religion/s studied. The choice of outcomes needs to ensure as holistic an understanding of each of the religions studied (especially the core beliefs and their application) as possible and take account of progress through the whole key stage. *The Agreed Syllabus for Religious Education (Pan-Berkshire) 2018-2023*

### UKS2 Expected outcomes – enquiry and impact

- **Exp A – Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.**
- **Exp B – Explain and demonstrate how and why believers show courage and commitment.**
- **Exp C – Explain how beliefs, practices and community can support or determine responses to matters of life and death.**
- **Exp D – Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.**

These outcomes should be achieved through exploration of the following key questions **ACROSS KS2:**

- **Qu 1 – To what extent does participating in worship and/or prayer generate a sense of belonging?**
- **Qu 2 – Do Rites of Passage always help a believer to feel connected to God and/or community?**
- **Qu 3 – How can music and the arts help express and communicate religious beliefs?**
- **Qu 4 – To what extent do religious beliefs influence and encourage ‘good’ behaviour?**
- **Qu 5 – How do religious leaders and sacred texts contribute to believers’ understanding of their faith?**
- **Qu 6 – How well does faith help people cope with matters of life and death?**
- **Qu 7 – What difference might it make to believe in God as Creator?**
- **Qu 8 – How might beliefs and community shape a person’s identity?**



**UKS2 Programme of study**

*See Discovery RE planning for coverage of individual modules at this stage.*

<b><u>Year 5</u></b>	<b>Religion</b>	<b>Key Question (<i>Discovery RE Module</i>)</b>	<b>Pan-Berkshire syllabus</b>	<b>Expected outcome</b>
<b>Autumn 1</b>	Sikhism	<i>How far would a Sikh go for his/her religion?</i>	<b>Q4</b>	<b>A &amp; B</b>
<b>Autumn 2</b>	Christianity	<i>Is the Christmas story true?</i>	<b>Qs 3 &amp; 5</b>	<b>D</b>
<b>Spring 1</b>	Sikhism	<i>Are Sikh stories important today?</i>	<b>Qs 3, 5 &amp; 7</b>	<b>A &amp; D</b>
<b>Spring 2</b>	Christianity	<i>How significant is it for Christians to believe that God intended Jesus to die?</i>	<b>Q4</b>	<b>A &amp; C</b>
<b>Summer 1</b>	Sikhism	<i>What is the best way for a Sikh to show commitment to God?</i>	<b>Qs 1, 2, 4 &amp; 8</b>	<b>A &amp; B</b>
<b>Summer 2</b>	Christianity	<i>What is the best way for a Christian to show commitment to God?</i>	<b>Qs 1, 2, 4 &amp; 8</b>	<b>A &amp; B</b>



**UKS2 Programme of study**

*See Discovery RE planning for coverage of individual modules at this stage.*

<b><u>Year 6</u></b>	<b>Religion</b>	<b>Key Question (<i>Discovery RE Module</i>)</b>	<b>Pan-Berkshire syllabus</b>	<b>Expected outcome</b>
<b>Autumn 1</b>	Islam	<i>What is the best way for a Muslim to show commitment to God?</i>	<b>Qs 1, 2, 4 &amp; 8</b>	<b>A &amp; B</b>
<b>Autumn 2</b>	Christianity	<i>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</i>	<b>Q5</b>	<b>D</b>
<b>Spring 1</b>	Christianity	<i>Is anything ever eternal?</i>	<b>Q6</b>	<b>C</b>
<b>Spring 2</b>	Christianity	<i>Is Christianity still a strong religion 2000 years after Jesus was on earth?</i>	<b>Q4</b>	<b>B</b>
<b>Summer 1</b>	Islam	<i>Does belief in Akhirah (life after death) help Muslims lead better lives?</i>	<b>Qs 4, 5, 6 &amp; 8</b>	<b>A, B, C &amp; D</b>
<b>Summer 2</b>	Islam	<i>Does belief in Akhirah (life after death) help Muslims lead better lives?</i>	<b>Qs 4, 5, 6 &amp; 8</b>	<b>A, B, C &amp; D</b>