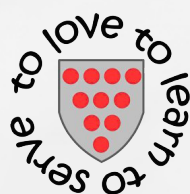


Long-Term Planning with the Locally Agreed Syllabus for Religious Education



Creating a Long-Term Plan

Organising units into a cohesive long-term plan can be a daunting task. When looking at which terms to place your units, and deciding on which year groups they would best fit, there are a number of factors that should be taken into consideration.

Legal Requirements and Church School Expectations

When setting out your long-term plan, it is important to note that the legal requirements for RE suggest that the curriculum must reflect the traditions of Britain which are in the main Christian. Furthermore, the Statement of Entitlement for Religious Education in Church School states:

Reflecting the school's trust deed or academy funding agreement, parents and pupils are entitled to expect that in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

In light of both of these statements, when compiling your long-term plan for RE, church school leaders must ensure that at least 50% of RE curriculum time is dedicated to the teaching of Christianity. SIAMS inspectors do check this when making judgement of the effectiveness of the RE curriculum, and will expect to see the Statement of Entitlement adhered to.

Local Context

Each school has a unique local context, and this will play an important part in how you put together your long-term plan. For example, if your school sits in a predominantly Muslim area, you may wish to start Key Stage 1 with Judaism to ensure that pupils have a broad understanding. Equally, if you are aware of tensions within local groups, you may prefer to start with an Islamic unit to try and ensure that pupils are better informed on their journey through RE.

Middle and secondary schools who take pupils from both church schools and non-church schools may wish to start the year with a unit on the A-Z of Religions and Beliefs to ensure that all students are able to start their time in school on an equitable level.

Prior Knowledge

Understanding what pupils should already know when approaching a year group is really important when thinking about the long-term plan. As such it is a good idea to ensure that there isn't more than 1 year's gap when studying any world religion. In other words, if pupils study the Key Stage 1 Judaism unit in Year 1, then it is advisable that they meet the Lower Key Stage 2 unit in Year 3. Thus ensuring that there isn't too big a gap between learning cycles. This is especially important when looking at mixed-age planning with a 2-year rolling programme.

Furthermore, it is advisable to place the thematic units at the end of the year in Summer 2. This is because these units generally require pupils to have an understanding of at least 2 major religions so that they can make comparisons. In order for pupils to make these comparisons, they should have learned something about those religions prior to coming to that unit.

Seasonal Variations

Paying close attention to religious seasons is a useful way of ensuring that children gain a deeper understanding of religious and non-religious worldviews. Placing units on the incarnation around Christmas, and units on Salvation around Easter, not only help children to understand the changes in seasons but also support a deeper understanding of the significance of these festivals.

It is also worth considering studying religions other than Christianity at times when their festivals also occur, particularly if the festivals play a part of the taught unit.

Supported Learning

One way to enhance pupils' learning around religious experiences, is to place religious units in the same term across different year groups. For example ensuring that all Islam units are taught in Spring 1. This enables teachers to support one another with planning, helping each other to know what is coming next. It also gives pupils the opportunities to share their learning with those from other classes. This idea may also support bringing visitors into the school or going on trips. These shared experiences can have a profound impact on the learning of each pupil.

Transition to Middle or High School

It is advisable that, where first schools finish in Year 5, RE leads make contact with the Head of RE at the middle school to look at what they will cover in Year 6, so that there is no repetition or loss of units due to the transition of schools. Middle school RE may also wish to reach out to their feeder first schools in order to gauge the prior knowledge of the students on admission. This may not always be possible due to the number of feeder schools.

This document sets out a number of options for putting together your long-term plan. The examples given represent a good balance within the curriculum. The differing options can either be used as they are, or can be combined to create the best long-term plan for your school. These plans are only suggestions and RE leads should still consider the points that have been documented above when compiling a plan fit for their school.

Discussion

Units matching seasons where appropriate

No more than a 2 year gap between repeating a religion

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 or Year 3/4 A	L2.1 What do Christians learn from the Creation story? (Cre)	L2.2 What is it like for someone to follow God? (PoG)	L2.7 What do Hindus believe God is like?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want? (Gos)	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4 or Year 3/4 B	L2.8 What does it mean to be Hindu in Britain today?	L2.3 What is the 'Trinity' and why is it important for Christians? (In)	L2.9 How do festivals and worship show what matters to a Muslim?	L2.5 Why do Christians call the day Jesus died 'GoodFriday'? (Sal)	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (KoG)	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5 or Year 5/6 A	U2.1 What does it mean if Christians believe God is holy and loving? (God)	U2.3 Why do Christians believe Jesus was the Messiah? (In)	U2.7 Why do Hindus want to be good?	U2.4 Christians and how to live: 'What would Jesus do?' (Gos) or UC KS2b3 –How can following God bring freedom and Justice?	U2.9 What is the Torah so important to Jewish people?	U2.10 What matters most to Humanists and Christians? (C M/J, NR),
NEW U2.13 What can be done to reduce racism? Can religion help?						
Year 6 or Year 5/6 B	U2.2 Creation and science: conflicting or complementary? (Cre)	U2.11 What does it mean to be a Humanist in Britain today? (NR)	U2.8 What is it like to be a Muslim in Britain today?	U2.5 What do Christians believe Jesus did to 'save' people? (Sal) or UC KS2b7 What difference does the resurrection make to Christians?	U2.6 For Christians, what kind of king is Jesus? (KoG)	NEW –U2.14 What do religious and non religious worldviews teach about caring for the Earth?
NEW U2.13 What can be done to reduce racism? Can religion help?						

Single Year group or mixed-age

Same religion taught in same term, where appropriate

Thematic units following direct teaching on religions

Example A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1 or Year 1/2 A	1.2 Who do Christians say made the world?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (part 1)	1.10 What does it mean to belong to a faith or belief community?	1.7 Who is Jewish and how do they live? (part 2)	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2 or Year 1/2 B	1.6 Who is a Muslim and how do they live? (part 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Year 3 or Year 3/4 A	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?)	L2.7 What do Hindus believe God is like?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4 or Year 3/4 B	L2.8 What does it mean to be Hindu in Britain today?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5 or Year 5/6 A	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.7 Why do Hindus want to be good?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?' or UC KS2b3—How can following God bring freedom and Justice?	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6 or Year 5/6 B	U2.2 Creation and science: conflicting or complementary?	a Humanist in Britain today? (NR)	U2.8 What does it mean to be a Muslim in Britain today?	U2.5 What do Christians believe Jesus did to 'save' people? or UC KS2b7 What difference does the resurrection make to Christians.	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

Example B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1 or Year 1/2 A	1.2 Who do Christians say made the world?	1.1 What do Christians believe God is like?	1.6 Who is a Muslim and how do they live? (part 1)	1.4 What is the 'good news' Christians believe Jesus brings?	1.7 Who is Jewish and how do they live? (part 1)	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2 or Year 1/2 B	1.10 What does it mean to belong to a faith or belief community?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.7 Who is Jewish and how do they live? (part 2)	1.8 What makes some places sacred to believers? (C,M)
Year 3 or Year 3/4 A	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.7 What do Hindus believe God is like?	L2.4 What kind of world did Jesus want?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4 or Year 3/4 B	L2.8 What does it mean to be Hindu in Britain today?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5 or Year 5/6 A	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.7 Why do Hindus want to be good?	U2.4 Christians and how to live: 'What would Jesus do?' or UC KS2b3 –How can following God bring freedom and Justice?	U2.9 Why is the Torah so important to Jewish people?	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6 or Year 5/6 B	U2.2 Creation and science: conflicting or complementary?	U2.11 What does it mean to be a Humanist in Britain today? (NR)	U2.8 What does it mean to be a Muslim in Britain today?	U2.5 What do Christians believe Jesus did to 'save' people? or UC KS2b7 What difference does the resurrection make to Christians?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

Example C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1 or Year 1/2 A	1.2 Who do Christians say made the world?	1.1 What do Christians believe God is like?	1.6 Who is a Muslim and how do they live? (part 1)	1.4 What is the 'good news' Christians believe Jesus brings?	1.7 Who is Jewish and how do they live? (part 1)	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2 or Year 1/2 B	1.10 What does it mean to belong to a faith or belief community?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.7 Who is Jewish and how do they live? (part 2)	1.8 What makes some places sacred to believers? (C,M)
Year 3 or Year 3/4 A	L2.1 What do Christians learn from the Creation story?)	L2.2 What is it like for someone to follow God?	L2.7 What do Hindus believe God is like?	L2.4 What kind of world did Jesus want?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4 or Year 3/4 B	L2.8 What does it mean to be Hindu in Britain today?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	NEW L2.13 How do religious and non-religious communities celebrate key festivals?
Year 5 or Year 5/6 A	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.7 Why do Hindus want to be good?	U2.4 Christians and how to live: 'What would Jesus do?' or UC KS2b3 –How can following God bring freedom and Justice?	U2.9 Why is the Torah so important to Jewish people?	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6 or Year 5/6 B	U2.2 Creation and science: conflicting or complementary?	U2.11 What does it mean to be a Humanist in Britain today? (NR)	U2.8 What does it mean to be a Muslim in Britain today?	U2.5 What do Christians believe Jesus did to 'save' people? or UC KS2b7 What difference does the resurrection make to Christians?	U2.6 For Christians, what kind of king is Jesus?	NEW U2.13 What can be done to reduce racism? Can religion help? OR NEW –U2.14 What do religious and non religious worldviews teach about caring for the Earth?

Example D

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1 or Year 1/2 A	1.2 Who do Christians say made the world?	1.1 What do Christians believe God is like?	1.6 Who is a Muslim and how do they live? (part 1)	1.4 What is the 'good news' Christians believe Jesus brings?	1.7 Who is Jewish and how do they live? (part 1)	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2 or Year 1/2 B	1.10 What does it mean to belong to a faith or belief community?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.7 Who is Jewish and how do they live? (part 2)	1.8 What makes some places sacred to believers? (C,M)
Year 3 or Year 3/4 A	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.7 What do Hindus believe God is like?	L2.4 What kind of world did Jesus want?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4 or Year 3/4 B	L2.8 What does it mean to be Hindu in Britain today?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	NEW L2.13 How do religious and non-religious communities celebrate key festivals?
Year 5 or Year 5/6 A	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.7 Why do Hindus want to be good?	U2.4 Christians and how to live: 'What would Jesus do?' or UC KS2b3 –How can following God bring freedom and Justice?	U2.9 Why is the Torah so important to Jewish people?	U2.10 What matters most to Humanists and Christians? (C M/J, NR),
Year 6 or Year 5/6 B	NEW U2.13 What can be done to reduce racism? Can religion help?					
	U2.2 Creation and science: conflicting or complementary?	U2.11 What does it mean to be a Humanist in Britain today? (NR)	U2.8 What does it mean to be a Muslim in Britain today?	U2.5 What do Christians believe Jesus did to 'save' people? or UC KS2b7 What difference does the resurrection make to Christians?	U2.6 For Christians, what kind of king is Jesus?	NEW –U2.14 What do religious and non religious worldviews teach about caring for the Earth?
	NEW U2.13 What can be done to reduce racism? Can religion help?					

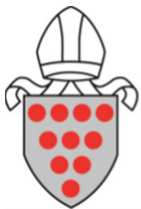
Example E

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1 or Year 1/2 A	1.2 Who do Christians say made the world?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (part 1)	1.10 What does it mean to belong to a faith or belief community?	1.7 Who is Jewish and how do they live? (part 2)	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2 or Year 1/2 B	1.6 Who is a Muslim and how do they live? (part 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Year 3 or Year 3/4 A	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.7 What do Hindus believe God is like?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4 or Year 3/4 B	L2.8 What does it mean to be Hindu in Britain today?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.5 Why do Christians call the day Jesus died 'GoodFriday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5 or Year 5/6 A	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.7 Why do Hindus want to be good?	U2.4 Christians and how to live: 'What would Jesus do?' or UC KS2b3 –How can following God bring freedom and Justice?	U2.9 Why is the Torah so important to Jewish people?	U2.10 What matters most to Humanists and Christians? (C M/J, NR),
	NEW U2.13 What can be done to reduce racism? Can religion help?					
Year 6 or Year 5/6 B	U2.2 Creation and science: conflicting or complementary?	U2.11 What does it mean to be a Humanist in Britain today? (NR)	U2.8 What is it like to be a Muslim in Britain today?	U2.5 What do Christians believe Jesus did to 'save' people? or UC KS2b7 What difference does the resurrection make to Christians?	U2.6 For Christians, what kind of king is Jesus?	NEW –U2.14 What do religious and non religious worldviews teach about caring for the Earth?
	NEW U2.13 What can be done to reduce racism? Can religion help?					

Key Stage 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	School Unit - A-Z of Religion and belief.	3.6 Why do Christians believe Jesus was God on Earth?	3.10 What is a good and what is challenging to be a Muslim teenager in Britain today?	3.5 What do people do when life gets hard?	3.14 Good, bad; right, wrong: how do I decide?	3.18 How can people express the spiritual through the arts? (religious/non-religious)
Year 8	3.2 Should Christians be greener than everyone else?	3.17 Should happiness be the purpose of life?	3.1 What does it mean for Christians to believe in God as Trinity?	3.13 What difference does it make to be non-religious in Britain today?	3.12 How are Sikh teachings on equality and service put into practice today?	3.15 How far does it make a difference if you believe in life after death? (Links with UC 3.9) (C, M, H, NR)
Year 9	3.3 Why are people good or bad?	3.4 Does the world need prophets today?	3.8 The Buddha: how and why do his teachings have meaning for people today?	3.7 What is so radical and Jesus?	3.9 Why don't Hindus want to be reincarnated and what do they do about it? OR 3.11 What is good and what is challenging about being a Jewish teenager today?	3.16 Why is there suffering? Are there any good solutions? (C, H, B, NR)

This Key Stage 3 plan takes assumes that students in Year 7 will have had a wide variety of experience with Religious Education in primary school. Therefore, a unit on the A-Z of religion and belief ensures that all students have the necessary background knowledge in order to access the rest of the curriculum in Key Stage 3. Schools may need to adjust this unit as where appropriate to support their students. Middle schools may choose to do this unit in Year 5 or 6, depending of when students join.



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