

Non statutory guidance: planning your RE scheme of work

This appendix to the RE Agreed Syllabus provides teachers with an outline scheme of work for RE across the age ranges 4-14. **It is not a statutory part of the syllabus**, but rather one illustration of the requirements for RE in Rotherham. This plan is supported by some planned units of work and a blank planning grid for teachers to use.

This non-statutory plan aims:

- To provide good continuity with the previous syllabus of 2005
- To enable planning in flexible and engaging ways, promoting thoughtful and creative RE
- To make space for curriculum links with other subjects while guarding the integrity of RE
- To show one way of making the new syllabus into a scheme of work, and support that plan with as much detailed planning guidance as possible

Requirements: Religions to be studied:

Foundation Stage / Reception

- Christianity, religions and beliefs represented in the class or school

Key Stage One

- Judaism and Christianity (Islam may also be studied)

Key Stage Two

- Islam, Hinduism and Christianity

Key Stage Three

- Buddhism, Sikhism and Christianity + 1 further religion or belief selected by the school (there is also a unit on Islam in the non-statutory guidance)

Key Stage Four

- Two religions including Christianity (or a recognised national RS qualification course: GCSE or CoEA).

Foundation Stage 2 RE Plan. This is a suggestion of how the themes of RE can be taught. Schools can change the order of the experiences, and write their own materials from the syllabus as well if they wish. In FS2, RE links to the early learning goals as the syllabus describes. Good teaching will provide interesting, multisensory and diverse experiences, stories and questions for children, in short planned sessions.

<p>Term 1A</p>	<p>Ourselves: Are we all the same? How are we different? Harvest: Who shall we thank for our food? How do people show they are thankful? Themes: myself, stories, thanksgiving</p>
<p>Term 1B</p>	<p>Festival: How do we celebrate special times? Birthdays, New Year, the seasons Special times: How do religious people celebrate special times? Christmas, Divali, Eid or Hannukah Themes: celebrations, belonging, stories</p>
<p>Term 2A</p>	<p>Ancient stories from the Bible: which is your favorite? Jonah; Noah; David and Goliath, the Lost Sheep Our feelings: How do these stories make us think and feel? Themes: myself, leaders and teachers, stories, believing</p>
<p>Term 2B</p>	<p>Being Jewish: What is important to the Jewish boys and girls? Artefacts, symbols, food, costumes, the Almighty Easter time: What stories do Christians remember at Easter time? How do they remember Jesus? Themes: belonging, symbols, believing</p>
<p>Term 3A</p>	<p>Holy Places. Who uses a holy building? What for? Church, Synagogue Thinking about God: What thoughts and questions do people ask about God? What answers are there? Themes: belonging, myself, believing</p>
<p>Term 3B</p>	<p>Who made our world? What stories do Jews and Christians tell about the Creator? Care for the Earth; How shall we look after our world? Themes: stories, believing, myself</p>

KS1 PLAN: Year 1. This is a suggestion of how the themes of RE can be taught. Schools can change the order of the units, and write their own units as well if they wish.

<p>Term 1A</p>	<p>Myself: who am I? Children think about aspects of identity shown in family, community and choices. They hear some religious stories about who we are, and talk about some beliefs linked to these stories. They discover that some objects are special because they help us answer the question: who am I?</p> <p style="text-align: right;">Themes: Story, Symbols, Myself</p>
<p>Term 1B</p>	<p>Celebrations: What matters at Christmas? Children learn about the stories, customs, celebrations and beliefs of Christmas, and talk about what matters most in celebrations. They link Christian celebrations of Christmas to celebration in their own lives. Stories that are remembered, music that tells stories, drama which helps to celebrate and many other ways of looking at the festival are useful.</p> <p style="text-align: right;">Themes: Celebrations, Symbols</p>
<p>Term 2A</p>	<p>Stories: What stories of Jesus do Christians love to tell? Children learn some stories told about Jesus and stories he told. They think about the meanings of the stories using literacy strategies, and discover how Christians today use these stories – e.g. the Wedding at Cana and Christian weddings.</p> <p style="text-align: right;">Themes: Story, Believing, Leaders and Teachers</p>
<p>Term 2B</p>	<p>Stories: What stories about Moses do Jews love to tell? From the baby in the bulrushes, the burning bush, the Passover and Exodus and the ten commandments, children learn to explore Jewish ideas and celebrations through active learning. A wide range of dynamic storytelling methods and role play, hot seating and literacy work make the stories come alive.</p> <p style="text-align: right;">Themes: Story, Believing, Belonging</p>
<p>Term 3A</p>	<p>Festivals: how do Jewish people celebrate? Using personal examples such as parties, Red Nose Day and birthdays children develop their understanding of festivals and celebrations to include examples such as Shabbat. Pesach and Hannukah. They explore the stories, customs, foods and gifts associated with the celebrations.</p> <p style="text-align: right;">Themes: Celebrations, Symbols,</p>
<p>Term 3B</p>	<p>Churches and synagogues: What can we find out? Children discover the uses and designs of holy buildings and how to enquire into them, building their knowledge of worship through visits, models, creative work, visual learning and ICT. They find out who is a leader at a church or a synagogue and how these people help their community. Children look for and identify the meanings in artefacts and symbols found in churches or synagogues.</p> <p style="text-align: right;">Themes: Belonging, Leaders and Teachers, Myself</p>

KS1 PLAN: Year 2. This is a suggestion of how the themes of RE can be taught. Schools can change the order of the units, and write their own units as well if they wish.

<p>Year 2 Term 1A</p>	<p>Belonging to a Community: where do Jews and Christians belong? Where do I belong? Children learn about how family life shows that people belong to a religion, and make links to their own family life. They explore community with different examples</p> <p style="text-align: right;">Themes: Belonging, Myself</p>
<p>Term 1B</p>	<p>How do we say thank you for our beautiful world? Children learn about Creation stories and the questions they answer, exploring the world of nature. They learn about harvest celebrations, and about being thankful by looking after the earth.</p> <p style="text-align: right;">Themes: Story, Celebrations</p>
<p>Term 2A</p>	<p>Being fair: stories of Jesus that make you think: From stories about the Good Samaritan (was that fair?), the Prodigal Son (was that fair?) and the crucifixion, children consider fairness and its meanings</p> <p style="text-align: right;">Themes: Story, leaders and teachers</p>
<p>Term 2B</p>	<p>Symbols: what do the symbols of Easter mean to Christians? Children learn the stories of the last days of Jesus life and about the contemporary celebrations of Holy week, Good Friday and Easter. They think about the symbols of the Cross, eggs, new life, exploring Easter prayer, music, art and artefacts</p> <p style="text-align: right;">Themes: Symbols, celebrations, believing</p>
<p>Term 3A</p>	<p>Leaders and teachers: Children reflect on stories from the lives of people who inspire because of their faith e.g. Saint Paul, Mother Teresa. They learn about a week in the life of a vicar and a week in the life of a Rabbi, as 'people who help us.' They explore: Who is inspiring to me? Who do I follow?</p> <p style="text-align: right;">Themes: leaders and teachers, myself</p>
<p>Term 3B</p>	<p>Questions about God: Where could we look for the answers? Using open ended thinking, holy writings, and stories of leaders and teachers, children raise and talk about questions about God for themselves. Stories of Adam and Eve, Noah, Jacob and Joseph are good examples, shared by Jews and Christians</p> <p style="text-align: right;">Themes: believing, myself</p>

Key Stage 2 Plan: Years 3 and 4. This is a suggestion of how the themes of RE can be taught. Schools can change the order of the units, and write their own units as well if they wish.

	Year 3: Learning from Hindus + Christians	Year 4: Learning from Hindus + Christians
Term 1 Unit 1	<p>Christian stories: what makes Jesus an inspiring leader? This unit looks at stories of Jesus' miracles, wisdom, parables and the Easter story, asking why He is an inspiration to people today. Pupils reflect on the idea of 'being inspired' for themselves, and are invited to identify their own sources of inspiration. They think about the values and commitments which Jesus inspired and explore their own ideas about values and commitment. They consider what Christians believe about Jesus' resurrection.</p> <p>Themes: teaching and authority, inspirational people</p>	<p>Christians and Hindus: how do Christians and Hindus use art, buildings and music in worship and community? This unit of work uses cross curricular links to poetry, model making, art and design and music to explore the architecture, worship and beliefs of Hindus and Christians, including identifying simple similarities and differences. Plan a detailed study of two examples, with an emphasis on the ways worship expresses belief, belonging and emotion. They use their literacy and SEAL skills to understand religion better.</p> <p>Themes: beliefs and questions, symbols and religious expression</p>
Term 2 Unit 2	<p>Christian worship: why do some people find peace and strength by belonging to a Church? Children enquire into Christian worship and sacred places, with a local focus. For example, they might identify places of peace, friendliness and thoughtfulness in school, then on a visit to a local church they enquire into the ways in which worship and the Christian community show their beliefs about peace, community, reflection and belief. They learn about the symbolism of Holy Communion and the places of music, Bible, prayer and charitable action in the Christian community</p> <p>Themes: worship, pilgrimage and sacred places</p>	<p>Christian values: what matters most to Christians and what matters most to me? This unit makes a link to Humanist ideas and includes a deepening study of Christian values and ideas about goodness. Pupils use active learning strategies to explore non-religious ways of being good as well as Christian ideas, and work to express their own ideas about rules and values. They learn about the Ten commandments, the Golden Rule and shared values such as honesty, kindness, open mindedness, compassion. They consider what impact our values have on those around us.</p> <p>Themes: teaching and authority, beliefs and actions in the world</p>
Term 3 Unit 3	<p>How and why do Hindu people worship their gods and goddesses at home and at the mandir? This work introduces Hindu practice to pupils. Using local and Indian examples, they discover how and why Hindu people worship at home and in the mandir, considering symbolism, stories, beliefs and values for themselves. The work makes links between stories of the gods and goddesses and values and beliefs.</p> <p>Themes: worship, symbolism, beliefs and questions</p>	<p>Christian and Hindu answers to questions: what is God like? What matters most in life? What happens when we die? This unit explores Christian and Hindu beliefs about God and about life's journey through stories, examples, and practices. Use methods from Godly Play or Philosophy for Children to raise 'questions of wonder' and enquire into the mysteries pupils find interesting. Pupils make thoughtful and creative responses to a belief question for themselves, e.g: where is God? What happens when we die?</p> <p>Themes: the journey of life and death, beliefs and questions.</p>

Key Stage 2 Plan: Years 5 and 6. This is a suggestion of how the themes of RE can be taught. Schools can change the order of the units, and write their own units as well if they wish.

	Year 5: Learning from Muslims + Christians	Year 6: Learning from Muslims + Christians
Term 1 Unit 1	<p>Muslims: What difference do the Five Pillars of Islam make to Muslim children’s lives? This unit enquires into the practice of belief, prayer, fasting, giving and pilgrimage in Muslim life, with a focus on children in the community. Pupils make links to their own lives and commitments, thinking about the ways in which the five Pillars shape and guide Muslim children’s lives, and what shapes and guides their own lives. They learn about Muslim people in our own region, and consider how and why Islam has grown in the UK.</p> <p>Themes: teaching and authority, worship, pilgrimage and sacred places</p>	<p>Can Islamic Relief and Christian Aid change the world? This unit connects elements of enterprise, ICT and global citizenship with the work of two major faith based development charities. Pupils learn about how faith can inspire action for the good of all in response to global issues of suffering and inequality. They find out about Christian Aid projects and Islamic Relief projects. They analyse the websites for children the two charities offer. They consider their own attitudes to the suffering of others and the global issues of peace and equality.</p> <p>Theme: beliefs in action in the world</p>
Term 2 Unit 2	<p>Christian: How and why do Christians try to live by the Bible? By exploring the ways Christians use the Bible to shape their values and behaviour, pupils learn from the rules, stories, commandments, and teaching of the Bible, clarifying their own ideas. They enquire into the Bible’s world wide impact – its many translations and its use in Christian community, family and individual life. They consider the idea of sacred words, asking if any words have a big impact on their own lives, and why these words matter so much to them.</p> <p>Themes: teachings and authority, the journey of life and death</p>	<p>Muslims and Christians: who is inspiring? Pupils learn from stories of the Prophet Muhammad ^[PBUH] and Muslims alive today, and from the Lord Jesus, and Christians alive today. They think about the idea of inspiration, and about Muslim and Christian beliefs about their leaders. Pupils list and develop understanding of similarities and differences between Muslims and Christians, and consider what helps people who have different religions to live together for the well being of all.</p> <p>Themes: inspirational people</p>
Term 3 Unit 3	<p>Muslims: why are there now over 50 mosques in Yorkshire? This investigation uses a virtual or real tour of a mosque to explore Muslim community life. Linking strongly to the local and regional growth of Islam, it enables pupils to find out about British Islam today. Learning about the mosque and some stories of the Prophet Muhammad ^[PBUH] builds up their understanding of the religion. They find out about the use and significance of the Qur’an.</p> <p>Themes: teaching and authority, worship, pilgrimage and sacred places</p>	<p>What will make Rotherham a more peaceful and respectful place? Pupils bring together their learning thinking about the ways religions offer a path to peace. They consider how people who are different can live together well, and create a spiritual ‘charter for peace in Rotherham’. The work links citizenship, literacy and RE by asking big social and moral questions about respect and community, and exploring religious answers to them.</p> <p>Themes: religion, family and community</p>

Key Stage 3 Plan: Years 7-9 guidance

This is a suggestion of how the themes of RE can be taught. Schools can change the order of the units, and write their own units as well if they wish. Some schools find it best to teach all about one religion in a block, others tackle two religions on a theme at a time.

Year 7: Who am I? Questions of identity, belonging and diversity, learning from Sikhs, Muslims and Christians.

Many schools deliver their RE in flexibly planned ways alongside other curriculum subjects. The plan is flexible in this way.

Term 1

What does it mean to be human?

Concepts and themes: beliefs and teachings, ways of living, identity.

Pupils enquire into how people express themselves and their beliefs in the religions being studied. Using amazing, artistic and creative examples, they consider what is being expressed. Examples might include Christian identity, Sikh ideas about belonging or Muslim understandings of Ummah and beliefs about Allah.

Pupils raise and consider their own questions about spirituality, identity, living together, and cohesion, distinguishing prejudices and superstitions from facts, opinions and religious beliefs. RE is introduced as a journey in which the pupil's life is part of what is studied, and learning from religions is personal. Pupils develop their understanding of religion as a web of meanings: beliefs, values, connections, relationships, community, the sense of wonder. Pupils explore and express their own sense of meaning using examples such as dance, art, worship, protest, architecture.

Pupils design a building with four rooms that reflect four aspects of their own spirituality / humanity

Term 2

What does it mean to belong?

Concepts and themes: expressing meaning, ways of living, sources of authority, questions of meaning.

Pupils enquire into the ways in which Sikh worship, festival and sacred text express belonging and identity. They learn about langar, Gurdwara, Guru Granth Sahib, Vaisakhi, sewa and the 5Ks

They raise and answer questions about how Christian community life and worship has an impact on ways of living and the sense of belonging. They learn about the church as a community, Christian activism on issues like anti-racism or global equality.

Pupils compare the ritual practices of adulthood and coming of age, explaining similarities and meanings in Sikh and Christian practices such as adult, baptism, confirmation, Amrit.

They compare the ways in which leaders like Dr Martin Luther King or Bhagat Puran Singh worked with their communities of faith to inspire change in the ways of life people follow.

Term 3

What is my place in the world?

Concepts and themes: beliefs and teachings,

Pupils learn about contemporary Christianity, a global religion. From statistics of Christian belonging in Rotherham, Yorkshire, UK and the world they develop their understanding of religious identity, and consider what Christians believe and how this impacts on their lives in different ways, locally, nationally and globally.

They raise and enquire into questions about the teaching of Jesus about issues such as money, forgiveness, awareness of God, prayer and prejudice. They are given creative opportunities to respond to these ideas with their own thinking. They learn about young Christians in Britain today, and their connection to the older traditions of the faith.

From visits, visitors or other authentic encounters with Christian faith, pupils are enabled to open up their own ideas about what they believe and why, exploring the reasons, experiences and influences that shape their views and identity.

Year 8: Who influences me? What's my philosophy for living? Questions of meaning, purpose and truth, learning from Sikhs, Buddhists, Muslims + Christians

Term 1

What inspires and motivates me?

Pupils look at examples of motivation and inspiration inside religious traditions, asking 'why' questions about Buddhist, Sikh and Christian practice and commitment.

Examples might include the Mozambiquan project 'Swords into ploughshares' (Christian Aid), the impact of the teaching of the Guru Granth Sahib on Sikh living in Britain today, or the life and work of Aung San Suu Kyi, Burma's Buddhist Nobel Peace Prize winner.

Teachers might run a spiritual 'Dragon's den', studying the leaders who inspire, and linking to media.

Pupils should consider questions of influence and inspiration such as: how am I pushed around? Who pulls the strings? Whose influence is good for me? What ambitions and aspirations do I have, and how have they been shaped?

Inspirational people, leaders, texts, music, and stories are a part of the materials pupils will encounter and consider in this unit.

Term 2

Why am I here?

Pupils develop and consider questions of origins, destiny, science and religion, the sense of purpose in life.

They learn that the debates between religion and science pose easy questions with difficult answers. From studying creation narratives and a range of views about 'where we come from' they explore the ways science and religion might give humanity knowledge or guidance in life, and learn about the thinking of some scientists who are Christians and some who are agnostics or atheists.

The second part of the unit considers questions of meaning and purpose in life: what is the point of living as we do? What rules or principles could we follow / should we follow, and why? What do we live for? Why are some people willing to die for their ideas or beliefs?

Pupils also consider why people from different religions and from no religion disagree about questions of purpose, and respond to the question: what goals is it good to pursue in my own life? Why?

Term 3

How do we know anything?

Pupils enquire into some examples of what we know about religions: how are stories of the Buddha used in Buddhist communities today? Why do Christians believe that 'Jesus lives'? What do Buddhists and Christians think and do about the suffering in the world?

Links with the history curriculum use sources, weigh up the evidence for Jesus in history, find out about the Buddha's life story and the different ways it is told, consider meanings in these ancient narratives.

Questions of meaning, purpose and truth, identified by the pupils, can be considered in this philosophical unit that engages with the teachings of two religions. Learning comes from the engagement of different opinions and teachings.

Year 9: What matters to me? Does it matter what I do?

Questions of values and commitments, learning from Buddhists + Christians + Muslims

Term 1

What do I believe?

Stimulus to think comes from the beliefs and ideas of Buddhists including the four noble truths, the eightfold path, from Sikhs ~ the Mool Mantar, the place of humanity and the gurus, from Christians ~ Apostle's Creed, beliefs in action today, Humanist thinking about agnosticism, atheism and reasoned living.

Pupils are given opportunities to consider their own beliefs / creeds, including moral beliefs on current affairs, religion and ethics in the news and ways of living. They articulate their views with increasing clarity, explaining influences, meanings, purposes and similarities and differences with others.

They learn the processes of reasoning and argument, and consider what counts as evidence or support for the different beliefs people hold.

Term 2:

How do my beliefs affect others?

Pupils examine the teachings of Muslims, Christians and Buddhists about respect for all, prejudice and discrimination and justice. They encounter examples of the ways each religion seeks justice. They enquire into case studies of 'great lives' from different faiths: what are the impacts of such lives?

Pupils enquire into the impact of religion, the choices we make, ethics and consequences, human rights - examples from religion are used to deepen, clarify and perhaps challenge pupil' own attitudes and behaviour.

Pupils consider how to make our society a place of respect and fairness for all, and whether religions offer a route to peace, or are a cause of conflict.

Term 3:

How can beliefs change the world?

Pupils learn about religious ideas connected to environmental ethics, stewardship of the planet, animal rights, environmental issues.

From examples of Islamic and Christian environmental projects and attitudes to the Earth, they reflect on their own ideas, beliefs and behavior.

Pupils learn about the ways in which ethics can change the world from historical and contemporary examples and consider what is wrong with the world today, and how they think change might come.