

Wolverhampton SACRE and RE Today

RE planning support for all schools:

Units of work provided to schools

Sample Curriculum Plans for 4-14s

RE Today Services have been working with Wolverhampton SACRE over the last year to provide a scheme of work to Wolverhampton SACRE consisting of 34 planned units of RE work, based upon best practice and local to Wolverhampton. There are two for the Reception class, 8 for KS1, 16 for KS2 and eight exemplar plans for Key Stage 3.

Project aims:

- To raise **standards of RE** across Wolverhampton via the provision of excellent planned units of work for all schools
- To energise teachers and pupils with **creative, imaginative and rigorous RE** ideas which are practical and focus on enabling pupil progress
- To show teachers how the **knowledge and skills progression planning** in the syllabus is expected to work in action
- To apply **thinking skills, enquiry and creative learning** methods to RE, alongside enabling learners to build a rich knowledge of religions and worldviews
- To **raise the profile of SACRE and RE** in schools, including especially where the subject is weak.
- To challenge and equip all Wolverhampton schools to set **high standards** of RE for all.

Wolverhampton SACRE have funded, and RE Today advisory staff have written the plans for this major RE curriculum development project. The practical and well planned units of work are provided for all Wolverhampton schools to use in guiding improvement in RE, as directed by SACRE.

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These plans make a priority of practical support to schools, have high impact on practice and are rated as most useful by teachers across the 4-14 age range. A complete scheme of work is the responsibility of schools, but these units illustrate good planning and teaching, and provide sufficient exemplars for schools to use to build higher standards in RE.

This set of units pictures a primary school teaching about the main religions of the West Midlands – covering material on Islam, Sikhism, Christianity, Jewish and Hindu life. We make space for learning about non-religious worldviews such as Humanism as well.

An outline scheme of work for the Wolverhampton primary school:

This is merely an illustration, there are many ways of planning this. The units are all flexible, and may be taught over any teaching time from 8-12 hours or longer. Here the implication is that some units are taught over half a term, others over a term. That's a matter for schools. This sequence of units enable pupils to gather, deploy and add to a rich knowledge of the religions they study over the years of primary schooling.

Reception	Play based RE: a set of examples			
	First Unit	Second Unit	Third Unit	Fourth Unit
Year 1	How can we find out about Christianity today in Wolverhampton?	Beginning to learn about the Sikhs.	How and why are some books holy? Special stories of Christians, Sikhs and Muslims	What can we learn about prayer from stories of Jesus? Beginning Christianity
Year 2	What can we learn from stories from the Bible? (Four stories of Moses)	Beginning to learn from Islam	Questions that Puzzle Us	Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara (includes visiting places of worship Y2+4)
Year 3	What do people believe about God? (Christianity)	What is it like to be a Hindu?	Exploring Key Leaders: Sikhs and Hindus	What do we celebrate and why? (Christian, Muslim, Sikh, Hindu)
Year 4	What is it like to be Jewish?	Why do some people think Jesus is inspirational?	Why does the Prophet matter to Muslims?	An enquiry into visiting places of worship (includes visiting places of worship Y2+4)
Year 5	Keeping the 5 Pillars of Islam	When, how and why do Christians pray?	Hindu, Sikh, Jewish and Islamic Prayer: what difference does it make?	What can we learn from religion about temptation?
Year 6	What will make Wolverhampton a more respectful community? Sikh, Muslim, Christian, non-religious	Christian Aid, Khalsa Aid, Islamic Relief: Can they change the world?	Values: What matters most? (Christians and Humanists)	Sikhs in Wolverhampton: what can we learn? Gurus, worship, service and the Wonderful Lord

The scheme provides: 10 units for 4-7s

1.1	EYFS	Playful RE ~ RE through play in continuous provision: an ideas bank
1.2	EYFS	Who celebrates what? How and Where? Celebrations that matter in Wolverhampton (Christian, Muslim, Hindu, Sikh)
1.3	Y1	How can we find out about Christianity today in Wolverhampton?
1.4	Y1	Beginning to Learn Sikhism: Belonging at the Gurdwara and Stories of Guru Nanak.
1.5	Y1	How and why are some books holy? Sacred Books and Stories for Muslims and Christians.
1.6	Y1	What can we learn from prayers and stories of Jesus?
1.7	Y2	What can we learn from stories from the Bible?
1.8	Y2	Beginning to learn Islam: What can we learn from Muslims in Wolverhampton?
1.9	Y2	Questions that puzzle us
1.10	Y2	Holy places: Where and how do Christians, Hindus, Sikhs or Muslims worship?

There are 16 planned units for 7-11 year olds:

2.1	Y3:	What do people believe about God? (Christianity)
2.2	Y3:	What is it like to be a Hindu? Community, Worship, Celebration (Hinduism)
2.3	Y3:	Exploring Key Leaders: Who do Sikhs and Hindus follow?
2.4	Y3:	What do we celebrate and why? (Christian Muslim Hindu Sikh)
2.5	Y4:	What is it like to be Jewish? Family, Synagogue and Torah (Judaism)
2'6	Y4:	Why do some people think Jesus is inspirational? (Christianity)
2.7	Y4:	Why does the Prophet matter to Muslims? (Islam)
2.8	Y4:	An Enquiry into visiting places of worship (Hindu, Sikh, Christian, Muslim)
2.9	Y5:	Keeping the 5 Pillars of Islam (Islam)
2.10	Y5:	When, how and why do Christians pray? What difference does it make?
2.11	Y5:	Jewish, Hindu and Islamic Prayer: What? When? How? Where? Why? (Hindus, Muslims, Jews)
2.12	Y5:	What can we learn from religion about temptation? (Christians, Muslims)
2.13	Y6:	What will make Wolverhampton a more respectful community? (Hindus, Muslims, Sikhs, Christians)
2.14	Y6:	Khalsa Aid, Christian Aid and Islamic Relief: can they change the world? (Sikhs, Christians, Muslims)
2.15	Y6:	Values: What matters most? Christians and Humanists (Humanists, Christians)
2.16	Y6:	Sikhs in Wolverhampton: what can we learn?

There are 8 examples of unit planning for 11-14s. Teachers in secondary schools requested these, but usually want to create their own scheme of work – these model some good practice.

3.1	Does it make sense to believe in God? (Christian, Atheist)
3.2	What makes some scientists believe in religion, and others reject religion? (Christian, Atheist, Agnostic, Muslim)
3.3	Does religion make peace or cause wars? The view both ways
3.4	The way of the Buddha: what is it like to be a follower of the Buddha?
3.5	What is religion? Will religions grow stronger or die out in the next 50 years?
3.8	Do the teachings of Jesus stand the test of time?
3.13	Where can we find the wisdom to live our lives?
3.17	Racial justice in Britain today: can faith and belief communities do more to build an equal society?

The structure and layout of the units:

Age group

This shows the recommended age groups for these units. However, the units may be adapted for different age groups. Usually suggests two year groups where it will fit best.

‘About the unit / Aims of RE’

This sets out the focus of the teaching and learning. It outlines the knowledge, skills and understanding that will be developed. In accordance with the Agreed Syllabus for RE this element identifies the themes, experiences and opportunities as well as the breadth of study. Aims will be specified from the REC Framework 2013: ‘knowing + understanding / expressing + communicating / gaining and deploying skills for religious study’ (October 2013)

Estimated time for this unit

This is based on the assumption that the following amounts of time are allocated to RE:

- key stage 1 – 36 hours per year
- key stage 2 – 45 hours per year
- key stage 3 – 45 hours per year.

These indicative time allocations are in line with the requirements of the syllabus. They do not have to be taught in a weekly lesson: some schools like to use an RE week or an RE day to make the experience of RE more vibrant and compelling. This is good practice.

‘Where the unit fits in’

This indicates the aspects of the programme of study in the RE Agreed Syllabus. It begins with a general description of the focus of the unit and then sets out the breadth of study through which pupils will be taught the knowledge, skills and understanding: religions and beliefs, themes and experiences and opportunities. We will specify how the unit might actively promote British Values, as HMI require schools to do.

‘Knowledge and skills progression: Prior learning’

This describes previous learning, experience and skills that might be helpful to pupils who are undertaking the unit, and expresses the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit.

‘Attitudes in the unit’

This describes the aspects of the following four attitudes developed in the unit:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder.

‘Assessment and Outcomes’

This describes the knowledge, skills and understanding that most pupils should achieve after completing the unit, as well as what pupils working at a lower or higher standard should achieve. These are set out in terms of steps towards the outcomes of RE, related to the older eight levels of the attainment targets set out in the RE Agreed Syllabus. Teachers working with mixed-age groups will need to adjust the differentiated outcomes according to the different ages of the pupils following the same unit. The range of differentiated outcomes identified in these units should assist teachers in this process.

‘Vocabulary’

This sets out key vocabulary and concepts to be taught in three categories:

- religion in general, e.g. creation, sacred text, holy buildings, worship, celebration
- the religion(s) studied, e.g. Bible, Guru, Prophet
- religious and human experience, e.g. a sense of awe, story, proof, identity, values.

‘Resources’

This lists materials and sources of information that might be helpful in delivering the unit or planning for further work. We have worked hard on these, but we know they can go out of date easily. Teachers should check for themselves, and go beyond our 2014 up-to-date listings where necessary.

SMSCD including Actively Promoting British Values

There will be four exemplary sentences saying what this unit offers to promote pupils’ SMSCD.

‘Learning objectives: intent’

This outlines the knowledge, skills and understanding that are the focus of the activities in each unit.

Teachers should share these objectives with pupils to ensure that they know what they are intended to achieve by the end of the unit of work and each lesson.

‘Teaching and learning - implementation’ – the major section

This is designed to help pupils develop the knowledge, skills and understanding outlined in the objectives.

This section provides learning activities for teachers to use or adapt.

They are the practical heart of the project

Of course teachers are free to use the ideas as they stand or to develop and adapt them to meet the learning needs of their own pupils, as well as the school’s priorities and provision for RE.

‘Learning outcomes - impacts’

This indicates the knowledge, skills and understanding that pupils should develop through the teaching and learning activities. They provide opportunities for checking progress and reviewing work with pupils as a part of formative assessment. These ‘I can...’ statements are closely linked to the levels of achievement in the syllabus, but take account of recent National Curriculum developments as well.

‘Points to note’

This includes advice on teaching the unit, planning and managing the work and including alternative or extension activities. Links with other subjects and references to appropriate extra resources and issues are provided.

Collecting evidence of pupils’ work for assessment

Additionally, in some activities, evidence of pupils’ work could be gathered and used for assessment.

- **The units are non statutory guidance: the Wolverhampton Agreed Syllabus for RE is the statutory requirement**
- **These units offer major support in the teaching of Christianity, Sikhi, Islam, Hindu Dharma and Jewish religion (primary). The way of the Buddha is to be taught in KS3. These religions are the largest in Wolverhampton and the West Midlands and the UK based on Census figures.**
- **These units often refer to two or three religions. Clear teaching helps pupils to be clear about religious diversity, and teaching more than three religions in depth is not advised, especially for younger pupils. But noting similarities and differences between religions is part of good learning from a young age.**