



## Creating a Long Term Plan

Each school should review its Long Term Plan in light of the new syllabus and adapt/develop/change as necessary to ensure the statutory requirements are met.

It is essential that the specified units of work are covered within the relevant key stages, as follows:

### Year R

- **Ourselves, Our Families and Our Communities:** *Where do we belong?*
- **Celebrations and Special Times:** *What happens at a festival?*
- **Celebrations and Special Times:** *What happens at a wedding or when a baby is born?*
- **Special Books:** *What can we learn from stories from different religions?*

### Key Stage 1

- **Places in Christianity:** *What makes a place special for Christian people?*
- **People in Christianity:** *What can we learn from Jesus and St. Francis?*
- **Books and Stories in Christianity:** *What do Christians learn from the Bible?*
- **The Family in Judaism:** *How does being Jewish make a difference to family and celebration?*
- **The Torah:** *How does the Torah influence the lives of Jewish people?*
- **School Selected Units or School Designed Units for RE**

### Lower Key Stage 2

- **The Church Year:** *Is Christmas a festival of light or love?*
- **The Church Year:** *Is Easter a festival of new life or sacrifice?*
- **Jesus:** *Why is Jesus an inspirational leader for some people?*
- **Christianity in Action:** *What difference do Christians make towards addressing some problems in the UK today?*
- **Islam:** *Keeping the Five Pillars - what difference does it make?*
- **Values:** *What matters most to Christians and Humanists?*
- **School Selected Units or School Designed Units for RE**

### Upper Key Stage 2

- **Words of Wisdom:** *What can we learn from Christian, Sikh and Muslim wisdom?*
- **Sikhism in Britain:** *What is important to a Sikh in Britain today?*
- **Hinduism:** *What can we learn from some aspects of the Hindu religion?*
- **Religions in Our Community:** *How can we build a more respectful Northamptonshire?*
- **Beliefs and Actions in the World:** *Can Christian Aid and Islamic Relief change the world?*
- **Stories of Faith:** *What can we learn from stories shared by Christians, Jews and Muslims?*
- **School Selected Units or School Designed Units for RE**



### Key Stage 3

- **God:** *What do Christians believe about God? What do I believe?*
- **Christian Ways of Life:** *What challenges do Christian ways of living present to people like me?*
- **Christian Teachings on Origins, Purpose and Destiny:** *Where do we come from and where are we going?*
- **Judaism as a Living Religion:** *What is it like to follow a Jewish way of life in Britain today?*
- **Islam as a Living Religion:** *What is it like to follow a Muslim way of life in Britain today?*
- **Buddhism as a Living Religion:** *What is it like to follow a Buddhist way of life in Britain today?*
- **Sikhism or Hinduism as a Living Religion:** *What is it like to follow a Sikh or a Hindu way of life in Britain today?*
- **School Selected or Designed Units for RE**

Schools are reminded that the remainder of curriculum time for RE can be utilised for the delivery of School Designed Units and/or units selected from the additional exemplifications in the Support Materials.

**Additional exemplified units for schools to select if desired:**

### Key Stage 1

- **Questions about God:** *How do a Christian's ideas about God compare with my own?*
- **Family Ties:** *How and why do Hindus celebrate Raksha Bandhan?*

### Lower Key Stage 2

- **Prayer:** *How and why do Muslims and Jews pray?*
- **Peace:** *Why should we give it a chance?*
- **Light and Dark:** *What do these symbols mean?*
- **Belief through Art:** *How do people express their spiritual ideas through art?*

### Upper Key Stage 2

- **The Journey of Life:** *What happens when we die?*
- **Whose World Is It?** *How was the world created and why should I care about it today?*
- **Milestones and Meaning:** *How does Bar/Bat Mitzvah affect the life of a Jewish child and their family?*

### Key Stage 3

- **Religion:** *A cause of conflict or a power for peace?*
- **Learning from Religion and Science:**
  - *How can we find the truth?*
  - *How did humanity and the universe originate?*
  - *How can we answer the big questions of life?*

**It is important to remember the following points when creating the Long Term Plan:**

- Take into account pupils' prior learning in Religious Education and learning in other areas of the curriculum;
- Ensure that the sequence and selection of units promotes continuity and progression in learning.

**Medium Term Planning**

Medium term planning should follow the format exemplified in the Support Materials. Such planning will ensure that there are:

- Expectations of what pupils will learn by the end of the unit. These will be linked to the appropriate Level Descriptions for the Key Stage;
- Key questions which will set up the focus for enquiries for learning in the unit;
- Learning objectives, the small steps involved in building up the knowledge, skills and understanding that are the focus of the unit;
- Suggested teaching and learning activities, designed to develop the knowledge, skills and understanding outlined in the learning objectives. Suggested activities should be varied and wide ranging to meet the needs of all learners and appropriately challenging to allow the expectations to be met;
- Learning outcomes (or success criteria) for the activities. These outcomes will be a way of assessing the extent to which the pupils have met the learning objectives. They provide opportunities for checking progress whilst teaching the unit, and can be used when deciding whether pupils are ready to be further challenged. They can also be used when reviewing work with pupils.

**Short Term Planning**

This will be carried out by individual teachers, taking into account the needs of the pupils in their particular class/group at that time.

Teachers will need to evaluate and adapt learning objectives as necessary to meet the needs of the pupils. They will also need to ensure that activities and tasks are differentiated appropriately so that all pupils are enabled to make progress.