

# Warwickshire Agreed Syllabus for Religious Education

## Guidance for using the primary units of work

Warwickshire SACRE has produced a number of example units of work to support Warwickshire primary schools in delivering the Warwickshire Agreed Syllabus (WAS). They can be found at [www.warwickshire.gov.uk/SACRE](http://www.warwickshire.gov.uk/SACRE). It is important that, when using these units, teachers and co-ordinators consider the following points:

- The units are intended as examples and should be selected and adapted to suit the particular school context. It is essential that every school develops a long term plan that gives careful consideration to progression and the coverage of traditions, concepts and processes as set out in the WAS, as well as the school's own priorities. *The WAS Primary Units of Work Mapping Grid* ([www.warwickshire.gov.uk/SACRE](http://www.warwickshire.gov.uk/SACRE)) provides a good starting point for schools to identify, select and adapt appropriate units. This planning should drive the curriculum, rather than the available units. Schools can and should develop their own units as appropriate. A blank unit proforma and guidance on writing units can be found on the SACRE website.
- The units can be used in a number of ways. Current guidance on good practice recommends a move away from a weekly session of Religious Education (RE), suggesting instead a more creative and flexible delivery of RE. This could include RE days, weeks etc. The units could be used as a basis for planning such events/themes etc.
- When using the published units it is important that teachers have a sound grasp of the principles of good RE. They should appreciate that the units follow principles and processes that support quality learning in RE e.g. the bridging process (see [www.warwickshire.gov.uk/SACRE](http://www.warwickshire.gov.uk/SACRE)). For this reason teachers should not pick and choose individual lessons, but rather follow the process set out in the units. That is not to say that units should not be adapted, but rather that any adaptations need to be informed by sound subject knowledge.
- Similarly, when making adaptations to units, particularly substituting religious traditions, care must be taken (e.g. not to make false links between religious traditions). The *Further Guidance* section in the units give some advice about this
- Each unit has been planned to be broadly suitable across two year groups. As the units are concept-based they may also be adapted for use outside the suggested year groups. In such cases, care needs to be taken to adjust expectations and activities to the pupils' ages and abilities
- In order for learning to be meaningful, the RE curriculum must link to the rest of the curriculum. Each unit contains suggestions on where these links might be made. Learning in RE is most meaningful when it is linked to other aspects of the curriculum.