

Warwickshire Agreed Syllabus for RE

Example Key Stage 3 Long-Term Plan

This is an example of a long term plan intended to illustrate how the Warwickshire Agreed Syllabus might be implemented. Teachers are advised to select from and adapt this long term plan to meet the needs of their individual schools. Sample schemes of work and subsequent assessment materials will relate to some of the units on this exemplar. Guidance on the underpinning principles for developing this plan are also available.

Year 7 Me, Myself and I – questions of identity					
Unit	Key Concepts Units will obviously encompass a number of the key concepts, but the following will be emphasised:	Key Processes	Content	Traditions	Curriculum links
Baseline assessment?					
The big questions: What do I think? Rationale: to explore personal philosophical questions such as Who am I? What happens to me when I die? Etc Pupils should be able to reflect and respond to different responses to these questions.	1.1 Beliefs, teachings and sources 1.5 Meaning, purpose and truth	Pupils should be able to: AT1 <ul style="list-style-type: none"> • evaluate how religious beliefs and teachings inform answers to ultimate questions • analyse religious beliefs and arguments AT2 <ul style="list-style-type: none"> • reflect on the relationship between beliefs, teachings and world issues and ultimate questions • express their own beliefs and ideas, using a variety of forms of expression, including reasoned arguments 	<ul style="list-style-type: none"> • beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life and life after death • religion and science: issues of truth, explanation, meaning and purpose 	Christianity Hinduism Opportunity to consider non-religious traditions.	Identity and diversity Creative and Critical Thinking
Buddhism – is there such a thing	1.1 Beliefs, teachings and sources	Pupils should be able to: AT1	<ul style="list-style-type: none"> • beliefs and concepts: the key 	Buddhism	Identity and cultural diversity

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<p>as 'me'?</p> <p>Rationale: to explore and reflect upon the notion of what makes me 'me', the notion of the soul and the concept of anicca in Buddhism.</p>	<p>1.5 Meaning, purpose and truth</p>	<ul style="list-style-type: none"> investigate the impact of religious beliefs and teachings on individuals explain religious beliefs, practices and commitments, including their transmission by people, texts and traditions evaluate how religious beliefs and teachings inform answers to ultimate questions <p>AT2</p> <ul style="list-style-type: none"> reflect on the relationship between beliefs, teachings and ultimate questions 	<p>ideas and questions of meaning in religions and beliefs, including issues related to God, truth etc</p> <ul style="list-style-type: none"> authority: different sources of authority and how they inform believers' lives expressing spirituality: how and why understanding of the self and human experiences are expressed in a variety of forms 		
<p>Inspirational Islam: how are individuals inspired?</p> <p>Rationale: explore sources of inspiration in pupils' own lives the differing ways and to reflect and respond in which individuals are inspired by differing aspects of Islam.</p>	<p>1.1 Beliefs, teachings and sources 1.2 Practices and ways of life 1.4 Identity, diversity and belonging</p>	<p>Pupils should be able to:</p> <p>AT1</p> <ul style="list-style-type: none"> Analyse and explain religious beliefs, practices and commitments, including their transmission by people, texts and traditions <p>AT2</p> <ul style="list-style-type: none"> Express insights into the significance and value of religion and other world views on human relationships personally, locally and globally 	<p>Beliefs and Concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death.</p> <p>Authority: different sources of authority (ultimate sources, texts communities and religious figures/ role models) and how they inform believers' lives</p>	<p>Islam</p>	<p>Identity and cultural diversity</p>
<p>Jesus – who is he to me?</p>	<p>1.1 Beliefs, teachings and sources</p>	<p>Pupils should be able to:</p> <p>AT1</p> <ul style="list-style-type: none"> Interpret and evaluate a range 	<p>Beliefs and Concepts: the key ideas and questions of meaning in</p>	<p>Christianity, (with reference to other traditions'</p>	<p>Identity and diversity</p>

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<p>Rationale: to investigate the historical figure of Jesus and the Christ of faith. To include opportunities for pupils to reflect upon and respond to a variety of interpretations of Jesus.</p>	<p>1.6 Values and commitment</p>	<p>of sources, texts and authorities</p> <p>* Analyse religious beliefs, arguments and ideas, including analysis of the evidence and arguments used when considering issues of truth in religion and philosophy</p> <p>AT2</p> <p>* Express their own beliefs, ideas, values and understanding, in a variety of ways, including creative forms and reasoned arguments</p>	<p>religions and beliefs, including issues related to God, truth, the world, human life, and life after death</p> <p>Authority: different sources of authority (ultimate sources, texts communities and religious figures/ role models) and how they inform believers' lives</p> <p>• expressing spirituality: how and why understanding of the self and human experiences are expressed in a variety of forms</p>	<p>interpretations of Jesus)</p>	
<p>How can I express my beliefs in the creative arts?: How do religious people express spirituality? (Based on QCA)</p> <p>Rationale: investigate how different traditions express their spirituality through the creative arts. Opportunities for pupils to explore, reflect</p>	<p>1.3 Expressing meaning</p> <p>1.4 Identity and belonging</p>	<p>Pupils should be able to:</p> <p>AT1</p> <p>• interpret a range of forms of religious and spiritual expression from a variety of contexts</p> <p>AT2</p> <p>• express their own beliefs and ideas, using a variety of forms of expression, including reasoned arguments</p>	<p>• expressing spirituality: how and why understanding of the self and human experiences are expressed in a variety of forms</p>	<p>Christianity</p> <p>Then, select up to two others from: Buddhism Hinduism Islam</p>	<p>RE Today Spirited Arts competition</p> <p>Creative and critical thinking</p>

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and respond creatively to personal beliefs.					
Year 8 – Me and my community					
<p>What is the ideal community? (Based on QCA scheme of work, 2007)</p> <p>Rationale: to explore and respond to the concept of community, using the examples of religious communities as a focus for reflection and response.</p>	<p>1.1 Beliefs, teachings and sources</p> <p>1.6 Values and commitments</p>	<p>Pupils should be able to:</p> <p>AT1</p> <ul style="list-style-type: none"> investigate the impact of religious beliefs and teachings on individuals, communities and societies, the reasons for commitment and the causes of diversity evaluate how religious beliefs and teachings inform answers to ethical issues <p>AT2</p> <ul style="list-style-type: none"> evaluate beliefs, commitments and the impact of religion in the contemporary world express insights into the significance and value of religion on human relationships 	<p>• beliefs and concepts: the key ideas and questions of meaning in religions and beliefs</p> <p>• authority: different sources of authority and how they inform believers' lives</p> <p>• ethics and relationships: questions and influences that inform ethical and moral choices</p> <p>• rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship</p>	<p>Christianity</p> <p>Judaism</p> <p>Sikhism</p>	<p>Citizenship</p> <p>PSHE</p> <p>Community participation/cohesion</p>
<p>What kind of society is Britain – secular, plural or Christian?</p> <p>Rationale: to investigate the religious map of Britain and to</p>	<p>1.2 Practices and ways of life</p> <p>1.4 Identity, diversity and belonging</p>	<p>Pupils should be able to:</p> <p>AT1</p> <ul style="list-style-type: none"> investigate the impact of religious beliefs and teachings on individuals, communities and societies, the reasons for commitment and the causes of diversity <p>AT2</p>	<p>Interfaith Dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs.</p>		<p>Social Science</p> <p>Community cohesion</p>

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explore, reflect and respond to the meaning, nature and impact of religion in this country. Special attention could be paid to the religious make up of the local area.		* Reflect on and evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas.			
Should our community celebrate Christmas? Rationale: to engage with public debate about the celebration of Christmas and the place of other religious festivals in Britain today. To consider the meaning behind religious celebrations.	1.2 Practices and ways of life 1.4 Identity, diversity and belonging	Pupils should be able to: AT1 * Analyse and explain religious beliefs, practices and commitments, including their transmission by people, texts and traditions * Interpret and evaluate a range of sources, texts and authorities AT2: * Express insights into the significance and value of religion and other world views on human relationships personally, locally and globally	Expressions of belief, spirituality, meditation and devotion: how and why human self-understanding and experiences are expressed in a variety of forms including symbols and ceremonies.	Christianity Hinduism/ Sikhism (Diwali) Opportunity here to look at paganism.	Technology and Media Community cohesion
Sikhism – being part of a community (Based on QCA, unit 8F: What makes a Gurdwara special to Sikhs?) Rationale: to explore diversity in Sikhism, the significance of the	1.2 Practices and ways of life 1.4 Identity, diversity and belonging	Pupils should be able to: AT1 • investigate the impact of religious beliefs and teachings on individuals, communities and societies AT2 • evaluate beliefs, commitments and the impact of religion in the contemporary world • express insights into the significance and value of religion	• beliefs and concepts: the key ideas and questions of meaning in religions and beliefs • authority: different sources of authority and how they inform believers' lives • ethics and relationships: questions and	Sikhism	Citizenship Community cohesion Community participation

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Gurdwara for the Sikh community and for local people. Opportunity for a visit		and other world views on human relationships	influences that inform ethical and moral choices• rights and responsibilities : what religions and beliefs say about human rights and responsibilities, social justice and citizenship • interfaith and intrafaith dialogue : a study of relationships, conflicts and collaboration within and between religions and beliefs		
<p>What is going to make my society more tolerant and respectful?</p> <p>Rationale: to explore interfaith and interethnic conflict. Investigation of communication for co-operation and looking at examples of interfaith dialogue. Opportunity to develop plan for interreligious understanding in the local area.</p>	<p>1.2 Beliefs, teachings and sources</p> <p>1.6 Values and commitment</p>	<p>Pupils should be able to:</p> <p>AT1 * investigate the impact of religious beliefs and teachings on individuals, communities and societies, the reasons for commitment and the causes of diversity</p> <p>* Discuss and evaluate how religious and non-religious beliefs and teachings inform responses to ultimate questions and contemporary ethical issues</p> <p>AT2: * Express insights into the significance and value of religion and other world views on human relationships personally, locally</p>	<p>Rights and Responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship.</p> <p>Ethics and Experiences of Human Relationships: questions and influences that inform ethical and moral choices, including</p>	<p>Christianity</p> <p><i>Select two more from:</i></p> <p>Hinduism Islam Sikhism (consider your local area when selecting)</p>	<p>Community cohesion Citizenship PSHE</p>

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		and globally	forgiveness, causes and outcomes of conflict and issues of good and evil.		
Year 9 – Me and our world					
How did our world get here?: Religion & Science (Based on QCA: 9B Where did the Universe Come from?) Rationale: Investigate the ways in which science and religion are perceived to be in conflict. Encourage pupils to explore and reflect upon meaning and purpose of life and the concept of truth.	1.1 Beliefs, teachings and sources 1.5 Meaning, purpose and truth	Pupils should be able to: AT1 • evaluate how religious and non-religious beliefs and teachings inform answers to ultimate questions * Analyse religious beliefs, arguments and ideas, including analysis of the evidence and arguments used when considering issues of truth in religion and philosophy AT2 • reflect on the relationship between beliefs, teachings and ultimate questions	• beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life and life after death • authority: different sources of authority and how they inform believers' lives • religion and science: issues of truth, explanation, meaning and purpose	Christianity Judaism <i>Opportunity to explore other religious and non-religious ideas about the origins of the universe.</i>	Science
Is our world perfect?: the problem of evil (Loosely based on QCA: unit 9C: Why do we Suffer?) Rationale: to consider variety and forms of suffering including the	1.1 Beliefs, Teachings and Sources 1.5 Meaning, purpose and truth	Pupils should be able to: AT1 • investigate the impact of religious beliefs and teachings on individuals, communities and societies * Analyse religious beliefs, arguments and ideas, including analysis of the evidence and arguments used when considering issues of truth in	• ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil	Christianity Judaism <i>Opportunities to consider Buddhist and non-religious responses.</i>	Possibility for links to Art, Music and English. Creative and Critical Thinking Technology and Media

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Holocaust and explore, reflect and respond to various responses to it.		<p>religion and philosophy</p> <p>AT2</p> <ul style="list-style-type: none"> • evaluate beliefs, commitments and the impact of religion in the contemporary world • express insights into the significance and value of religion and other world views on human relationships <p>* Express their own beliefs, ideas, values and understanding, in a variety of ways, including creative forms and reasoned arguments</p>			
<p>Conflict in my world: Can there ever be peace in Israel?</p> <p>(loosely based on QCA unit 9D: Why are some places special to believers?)</p> <p>Rationale: to raise awareness of issues in the modern world, in relation to the situation in Jerusalem.</p>	<p>1.1 Beliefs, Teachings and sources</p> <p>1.4 Identity and Belonging</p> <p>1.6 Values and commitments</p>	<p>Pupils should be able to:</p> <p>AT1</p> <ul style="list-style-type: none"> • investigate the impact of religious beliefs and teachings on individuals, communities and societies <p>* Discuss and evaluate how religious and non-religious beliefs and teachings inform responses to ultimate questions and contemporary ethical issues</p> <p>AT2</p> <ul style="list-style-type: none"> • evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world • express insights into the significance and value of religion and other world views 	<ul style="list-style-type: none"> • ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil • interfaith and intrafaith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs 	<p>Christianity</p> <p>Islam</p> <p>Judaism</p>	<p>Citizenship</p> <p>Community cohesion</p> <p>Global Dimension</p>

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		on human relationships			
<p>What is the future of our world?</p> <p>Part 1 – Can religion save our planet?</p> <p>Rationale: to explore how effective religious teachings could be in relation to environmental issues</p> <p>Part 2 - How does globalisation affect me and you: the ethics of globalisation</p> <p>Rationale: to explore, reflect and respond to the impact of globalisation on communities and individuals.</p>	<p>1.1 Beliefs, Teachings and sources</p> <p>1.6 Values and commitments</p>	<p>Pupils should be able to:</p> <p>AT1</p> <ul style="list-style-type: none"> • evaluate how religious beliefs and teachings inform answers to ethical issues • analyse religious beliefs, arguments and ideas <p>AT2</p> <ul style="list-style-type: none"> • evaluate beliefs, commitments and the impact of religion in the contemporary world • express insights into the significance and value of religion and other world views on human relationships <p>* Express their own beliefs, ideas, values and understanding, in a variety of ways, including creative forms and reasoned arguments</p>	<ul style="list-style-type: none"> • global issues: what religions say about health, wealth, animal rights and the environment • beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to the world and human life • authority: different sources of authority and how they inform believers' lives • ethics and relationships: questions and influences that inform ethical and moral choices • rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship 	<p>Christianity</p> <p>Hinduism</p> <p>Islam</p>	<p>Work-related learning</p> <p>Spiritual development</p> <p>Science/ geography</p> <p>Global Dimension</p>