

Schemes of work: Secondary Religious education Teacher's Guide

INTRODUCTION

WHAT IS THIS SCHEME OF WORK?

This scheme of work shows one way that the requirements of an agreed syllabus for religious education may be interpreted for the classroom.

RE must by law be taught according to the locally agreed syllabus in all maintained schools. In maintained voluntary-aided schools and foundation schools of a religious character, RE should be taught according to the trust deed or faith community guidelines. This scheme can be used as a basis for work in RE if a school is satisfied that it will enable them to fulfil the requirements of their agreed syllabus.

There is no compulsion to use this scheme. Schools should feel free to use as little or as much of the scheme as they find helpful, adapting any ideas from it to meet their pupils' needs and the priorities of their school or department. To increase its flexibility, the scheme indicates places where schools should add their own material based on their agreed syllabus.

The units available here on the standards site can be accessed in different formats, and a blank template is included for schools to use in their own planning.

While this material is optional, we hope it will provide a comprehensive and stimulating basis for schools planning their RE curriculum for 2000 and beyond. It should also help schools to improve standards across the curriculum as there are links in all the schemes of work to inclusion, literacy objectives and thinking skills.

WHAT DOES THE SCHEME COVER?

The scheme shows how RE might be taught to pupils broadly attaining levels 3-7 at key stage 3 (published in *Religious education: non-statutory guidance*

(QCA, 2000) and reprinted in [appendix 1](#)). The scheme may therefore need to be adapted to meet pupils' diverse needs.

The scheme shows one way in which the requirements of an agreed syllabus at key stage 3 can be translated into teaching units. It shows:

- how units can be sequenced across key stage 3;
- the features of progression in RE that need to be considered when planning work within a unit and across the key stage;
- differentiated expectations of pupils' attainment within units;
- how RE can be taught through the use of systematic units and generic units (units that can be adapted for different religions in order to meet local syllabus requirements) and within a context of pupils' developing knowledge and understanding of philosophy and ethics;
- ways in which units can build on preceding work, link with other units and prepare pupils for key stage 4;
- links with work on literacy, mathematics, information and communication technology (ICT), key skills, thinking skills and other areas of the curriculum;
- how out-of-school activities can enhance learning within school.

The scheme makes provision for school-designed units. These are points in the scheme where schools can insert their own material to help them meet fully the requirements of their agreed syllabus.

JESUS ... TODAY, TOMORROW, FOREVER?

The first programme on the Video, Jesus for Today, addresses many of the issues raised in Unit 8b of this Scheme of Work – What does the Resurrection of Jesus mean for Christians today? The second programme on the Video, Jesus for Tomorrow has been made specifically with Unit 8b of this Scheme of Work in mind. The activities suggested in the accompanying Guide relate to the four questions posed in this Unit. The third programme, Jesus for ever the same contains a sequence of meditations on themes closely related to the unit. The Web Site, www.Jesusfortoday.co.uk has an on-line tour and a downloadable work sheet which enables pupils to explore many of the issues raised in the unit on the web. The notes for Unit 8b below have been adapted to show how the Video and the accompanying web site can be used as part of this Unit.

SECTION ONE: RELIGIOUS EDUCATION AT KEY STAGE 3

AIMS AND PURPOSES OF RELIGIOUS EDUCATION

RE offers opportunities for pupils to:

- learn to understand and respect different religions, beliefs, values and traditions (including ethical life stances), and understand their influence on individuals, societies, communities and cultures;
- explore issues within, across and between faiths and consider questions of meaning and purpose in life;
- learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues;
- develop their sense of identity and belonging, preparing them for adult life as citizens in a plural society;
- develop skills of enquiry and response in analysis, expression, reflection, evaluation and application, through the use of distinctive language, listening and empathy.

CONTENT

In RE, pupils acquire and apply knowledge and understanding of:

- Christianity and the other principal religions represented in Great Britain (following the model syllabuses, they are Buddhism, Hinduism, Islam, Judaism, Sikhism);
- how these religions influence individuals, communities, society and the world;
- the nature of belief, religion, philosophy and ethics.

SECTION TWO: HOW THE SCHEME IS CONSTRUCTED -THE UNITS

There are 21 units (including the generic and specific alternatives in key stage 3, together with six school-designed units), which form a complete key-stage plan. Each unit is designed to be taught over half a term, which may be in blocks or weekly lessons. Unit 9A 'Where are we going? Rites of passage' can be taught over half a term or extended to a whole term. The suggested framework sets out a minimum entitlement and schools are free to supplement this and decide the depth of coverage. Teachers may need to adjust the units to suit pupils' needs and the time available.

Time allocation

Each unit is designed to be taught in approximately 7 hours, except unit 9A 'Where are we going? Rites of passage', which can be expanded to be taught over a full term. This time allocation is based on recommendations in the 1995 review of the curriculum and QCA's research on the range of times allocated by schools to RE. The times are indicative only; they are consistent with DfEE guidance on recommended time for RE in circular 1/94. They do not constitute a recommended teaching time.

Sequencing the units

On the DfEE Web site is an example of how the units can be organised into a long-term plan. This is only one model. It is up to schools to decide whether they wish to use this model in full, or to customise individual units or combinations of units to suit their own circumstances. Six school based units are added into the suggested plan opposite.

Teaching and learning approaches

The units suggest a range of approaches to teaching and learning, including:

- direct teaching, through whole-class and small group sessions;
- opportunities for pupils to apply their learning, either on their own or with others with varying degrees of support;
- opportunities for pupils to reflect on their own learning.

The approaches may need to be adapted to meet pupils' needs.

Religious Education at Key Stage 3 – An Example of how the units might be arranged

Year 7	Year 8	Year 9
School-designed unit	School-designed unit	<u>9A: Where are we going? Rites of passage</u>
<u>7A: Where do we look for God?</u>	<u>8A: What does Jesus' Incarnation mean for Christians today?</u>	School-designed unit
<u>7B: What does justice mean to Christians?</u>	School-designed unit	<u>9B: Where did the universe come from?</u>
School-designed unit	<u>8B: What does the Resurrection of Jesus mean for Christians today?</u>	<u>9C: Why do we suffer?</u>
<u>7C: Religious figure (generic)</u> <u>7D: Who was Gotama Buddha?</u>	<u>8C: Beliefs and practice (generic)</u> <u>8D: Beliefs and practice: how do the beliefs of Sikhs affect their actions?</u>	School-designed unit
<u>7E: What are we doing to the environment?</u>	<u>8E: A visit to a place of worship (generic)</u> <u>8F: What makes a gurdwara special to Sikhs?</u>	<u>9D: Why are some places special to religious believers?</u>

SECTION THREE: USING THE SCHEME OF WORK

Title of the unit

Each unit has a reference number and title. The number gives the year group that the unit is aimed at. The letter provides a quick reference guide. The sequence of letters does not imply an order in which the units should be taught.

About the unit

This sets out the main focus of the teaching and learning. It outlines the knowledge, skills and understanding covered. The generic units are written so they can be adapted to suit the religion being studied.

Where the unit fits in

This indicates how the work in this unit relates to learning in other units in this scheme, in the key stage 2 scheme of work and in other schemes of work. It also indicates how the unit is an introduction to GCSE.

Expectations

These are broad descriptions of what most pupils will be able to know and do at the end of the unit. They also describe the range of responses that might be achieved by those attaining above or below the standard expected for the year group. They are based on the non-statutory assessment scale.

Prior learning

This is the knowledge and skills that it will be useful for pupils to have before they start the unit.

Language for learning

This sets out the relationship between pupils' developing understanding of language and the knowledge and skills in the unit. It lists the vocabulary and language concepts that pupils will need and shows how these can be built on and extended.

Resources

This lists resources, including religious artefacts, useful websites and possible visits, that are needed for the unit. It does not include resources that are routinely available in an RE classroom.

Out-of-school learning

This suggests opportunities for out-of-school learning by pupils, either on their own or with their families/guardians.

Future learning

This describes how the unit links with future work.

Learning objectives

These outline the small steps involved in building up the knowledge, skills and understanding that are the focus of the unit. They include both learning objectives related to RE and broader objectives, such as literacy objectives.

Possible teaching activities

These activities are designed to enable pupils to develop the knowledge and skills outlined in the objectives. Some activities will take longer than others and teachers will need to judge for a particular group of pupils which activities to emphasise.

The activities are grouped under general questions that indicate the focus of the activities.

Learning outcomes

These outcomes are a way of assessing the extent to which pupils have met the learning objectives. They provide opportunities for checking progress while teaching the unit, and can be used when deciding whether the pupils are ready to move on to the next activity. They can also be used when reviewing work with the pupils. Teachers are not expected to keep detailed records of each pupil's progress in relation to the learning outcomes.

Points to note

This section can include points on teaching the content of the unit, class management, homework and extension activities and notes on language for learning. It also highlights links with other units within the scheme, with the schemes for key stage 2, and with other curriculum areas where similar ideas might be taught.

Jesus ... today, tomorrow, forever The notes for Unit 8b have been adapted for use with the video and www.Jesusfortoday.co.uk