

# Paper G

## Nottingham City and County Agreed Syllabus for RE

**From the programme of study to a scheme of work:  
guidance for teachers.  
Exemplar units for your scheme of work.**

Here the Agreed Syllabus Conference has worked with a teachers working group to provide colleagues in city and county schools with a good number of comprehensively planned units for a scheme of work. This is not a complete scheme: the planning of lessons is a task for teachers. But we hope teachers will find these units useful in themselves, and a useful model for the writing of school based units of work.

### First steps: current provision, new requirements

Begin by reading the introduction so that you can see the main differences between the existing and the new syllabus. Also read the 'continuity and change' section: your new syllabus is compatible with good RE planned from the previous document

Read the section on curriculum time for RE, and plan to give this minimum to teaching the subject across the school.

Read the themes for each key stage. These are at the heart of the programme of study. What change in your current RE plans do the themes, experiences and opportunities require?

Audit the themes you cover in your existing plans and highlight the themes you do not cover.

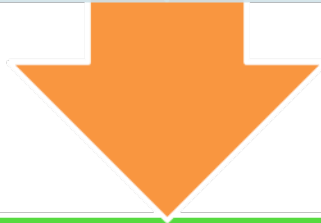
Audit the descriptions of knowledge, skills and understanding for each key stage as well so that you build a picture of the areas that are not being covered in your SOW.

### Next moves: breadth, standards, depth

Read the breadth of study section carefully: are you planning for enough different religions to be covered in enough depth? Select the religions you will cover in depth, in line with syllabus requirements and good practice guidelines

Personal, learning and thinking skills: include these in planning

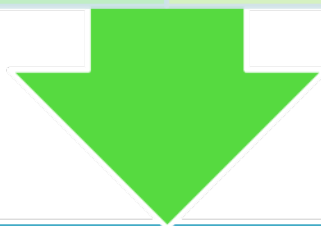
opportunities for spiritual, moral, social and cultural development: clarify and include in planning



As a school, review learning and achievement in RE: are standards appropriately high? Look at samples of work from different ages (useful to save these)

Use the age-appropriate levels from the syllabus and 'I can' statements from guidance to clarify good standards

This is often an area where the subject leader needs to provide supportive understanding for the rest of the teaching team

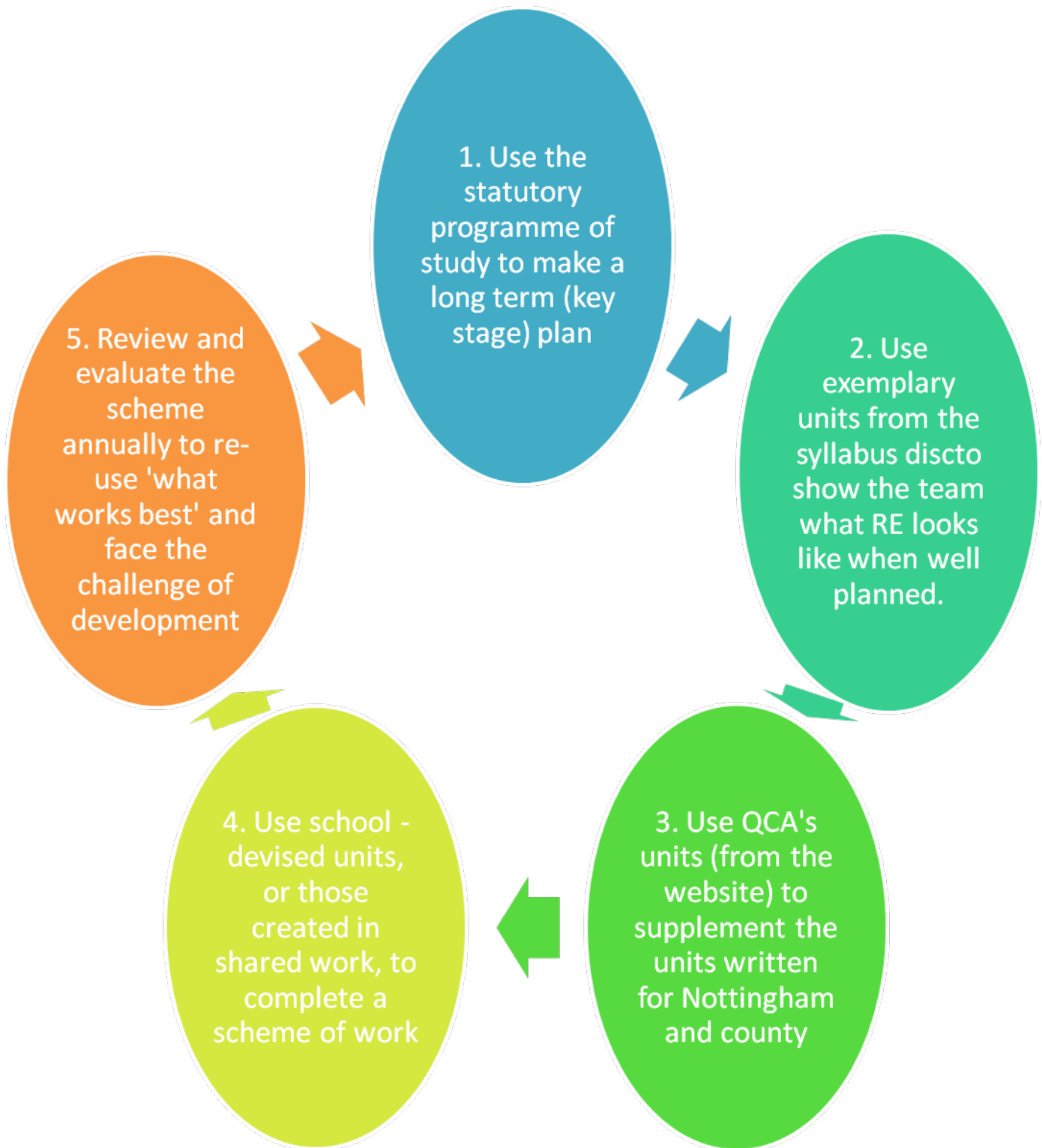


Think about the range of learning methods, pedagogical tools, that the syllabus offers: can teachers use more of these for more interesting and stimulating RE learning?

Look at the pages on attitudes, and especially think about how RE can promote respect for all.

Experiential, reflective and spiritual approaches should be complemented by good factual learning and authentic encounters with faiths and beliefs

## From programmes of study to schemes of work



**A list of units from the City and County SACRE working groups: non statutory examples.**

FS2 Celebrating many faiths

Y12 Talking About God

Y12 Jewish beliefs and actions

Y12 The Torah: what can we learn?

Y12 What can we learn from visiting a church

Y34 Religions in our community

Y34 Values: Christians and Humanists

Y34 What do we know about Jesus?

Y36 Expressing the spiritual through the arts: Christianity

Y56 Christian Aid, Islamic relief

Y7 Why Believe in God?

Y89 It's not fair!

Y8 Do Jesus' teachings stand the test of time?

Y9 Death: is it the end?