

Building Progression through your new RE Agreed Syllabus

There have been several documents published by Ofsted in the last three years that have informed the construction of your new agreed syllabus including the Ofsted RE research review, the Ofsted Framework, published in May 2019, and the research reports leading to this framework.

This document aims to outline how your syllabus supports you to build progression across your curriculum in the light of these documents. There are many pages in your syllabus that will support you to do this such as Curriculum design in RE (p18).

The new syllabus shows the importance of the 'intent' of the curriculum. This refers to 'the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each key stage' (paragraph 168).

We know that when leading RE, within the context of the whole school intent, you need to be clear about the intention of RE. This means being clear about the knowledge and skills your pupils will gain at each key stage in RE, but also how this contributes to the wider school intent and ethos. It also links to the overall purpose of RE in your school, a conversation which has been going on in the RE community for some time. The principal aim for RE in your Agreed Syllabus is:

To engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as developing responses of their own (Syllabus p. 8).

The Ofsted RE research review identifies **three areas of subject-specific knowledge** in RE:

- Substantive knowledge about various religious and non-religious traditions;
- Disciplinary knowledge (different 'ways of knowing') that enables pupils to understand and use some of the methods and techniques associated with studying religious and non-religious traditions;
- Personal knowledge that enables pupils to better understand and interrogate their own position, presuppositions and values.

It is easy to see how this links to the principal aim of your syllabus;

- substantive knowledge is the understanding needed to address questions
- disciplinary knowledge is the exploration of questions and the skill to appreciate and appraise responses
- personal knowledge is the both the skills needed to appreciate and appraise as well as the opportunity to develop responses of their own

Beyond this, it should be clear how RE will contribute to 'the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life' (OFSTED, paragraph 170). The contribution that RE can make to preparing pupils for life in modern Britain will be significant.

This document has been written as an accompaniment to your locally Agreed Syllabus and should be used in conjunction with your Agreed Syllabus when planning the progression of knowledge acquisition and build-up of understanding within a year group, key stage and across a pupil's study of RE.

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RE Key Questions an overview: Strands and religions

This syllabus has units that fall into three strands (see page 20-21). These strands are: Believing, Expressing and Living. The religions suggested for the units are noted under the units. This information can also be found on pages 37, 51 and 79. The units in each strand are:

	Believing	Expressing	Living
FS	F1 Which stories are special and why? F2 Which people are special and why?	F3 What places are special and why? F4 What times are special and why?	F5 Being special: where do we belong? F6 What is special about our world?
KS1	1.1 Who is a Christian and what do they believe? (Christians) 1.2 Who is a Muslim and what do they believe? (Muslims) 1.3 Who is Jewish and what do they believe? (Jewish) 1.4 What can we learn from sacred books? (Christians, Muslims and/or Jewish people)	1.5 What makes some places sacred? (Christians, Muslims and/or Jewish people) 1.6 How and why do we celebrate special and sacred times? (Christians, Muslims and/or Jewish people)	1.7 How should we care for others and the world, and why does it matter? (Christians, Muslims and/or Jewish people) 1.8 What does it mean to belong to a faith community? (Christians, Muslims and/or Jewish people)
Lower KS2	L2.1 What do different people believe about God? (Christians, Hindus and/or Muslims) L2.2 Why is the Bible so important for Christians today? (Christians) L2.3 Why is Jesus inspiring to some people? (Christians)	L2.4 Why do people pray? (Christians, Hindus and/or Muslims) L2.5 Why are festivals important to religious communities? (Christians, Hindus and/or Muslims and/or Jewish people) L2.5a* How do people from religious and non-religious communities celebrate key festivals? Christians/ Jewish people and non-religious worldviews) L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Christians, Hindus and/or Jewish people and/or non-religious people)	L2.7 What does it mean to be a Christian in Britain today? (Christian) L2.8 What does it mean to be a Hindu in Britain today? (Hindu) L2.9 What can we learn from religions about deciding what is right and wrong? (Christians, Hindus and/or Jewish people and/or non-religious people) L2.10** How do family life and festivals show what matters to Jewish people? (Jewish People)
Upper KS2	U2.1 Why do some people believe God exists? (Christian and non-religious) U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (Christians) U2.3 What do religions say to us when life gets hard? (Christians, Hindus and non-religious)	U2.4 If God is everywhere, why go to a place of worship? (Christians, Hindus and/or Jewish people) U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious) U2.9*** What can be done to reduce racism? Can religion help? (Christians, Muslims, non-religious ideas (other examples are referenced and can be selected and developed by the school)	U2.6 What does it mean to be a Muslim in Britain today? (Muslim) U2.7 What matters most to Christians and Humanists? (Christian and non-religious) U2.8 What difference does it make to believe in ahimsa, grace, and/or Ummah? (Christians, Hindus and/or Muslims) U2.10*** Green religion? How and why should religious communities do more to care for the Earth? (Hindus, Christians, Muslims and Jewish people (other examples can be selected by the school)

<p>KS3</p>	<p>3.1 Do we need to prove God’s existence? (Christian, Buddhist and/or Muslim, non-religious worldviews) 3.2 Does living biblically mean obeying the whole Bible? (Christian) 3.3 What is so radical about Jesus? (Christian) 3.4 Is death the end? Does it matter? (Christian, Buddhist, non-religious worldviews) 3.5 Why is there suffering? Are there any good solutions? (Christian and Buddhist)</p>	<p>3.6 Should religious buildings be sold to feed the starving? (Christians, Muslims and/or Sikhs) 3.7 How can people express the spiritual through the arts? (Buddhist, Christian, Jewish, Muslim, Sikh)</p>	<p>3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? (Sikh, Buddhist, Muslim) 3.9 Should happiness be the purpose of life? (Christian, Buddhist, and non-religious) 3.10 Does religion help people to be good? (Christian, Buddhist, Muslim, Sikh and non-religious) 3.11 What difference does it make to believe in...? (Christian, Buddhist, Muslim, Sikh and Jewish) 3.12 Is religion a power for peace or a cause of conflict in the world today? (Christian, Muslim, non-religious)</p>
<p><i>* This new unit is optional but can be integrated with L2.5. It offers a way of looking at Christmas through different academic disciplines. ** If schools have not done the systematic unit on Jewish people (1.3) in KS1, they should include this systematic unit in LKS2. *** These new units are optional. They could be done in addition to the other UKS2 questions or in place of a question in the same strand.</i></p>			

Ensure the RE you are teaching meets the aim/purpose/intent of the subject

Using a planning page

Key question L2.10: How do family life and festivals show what matters to Jewish people?

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Living</p> <p>Recommended Y3 or Y4</p> <p>Questions in this thread:</p> <p>1.5: Where do we belong?</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>L2.7/L2.8 What does it mean to be a Christian / a Hindu in Britain today?</p> <p>U2.6 What does it mean to be a Muslim in Britain today?</p> <p>3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p> <p>Religions and worldviews: Jewish people</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Identify and name examples of what Jewish people have and do in their families to show their faith (A3). Retell some stories behind festivals e.g. Yom Kippur, Pesach (A2). <p>Expected:</p> <ul style="list-style-type: none"> Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3). Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1). Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest how and why family life and festivals are valuable to Jewish people (B2). Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives, and giving good reasons for their ideas (C2). 	<p><i>Note that this unit moves on from Unit 1.3. If you did not teach that unit in KS1, you might do some of that content about Shema, mezuzah and Shabbat as an introduction to this unit.</i></p> <ul style="list-style-type: none"> Use creative ways to explore stories behind Jewish festivals: their meaning and significance; how believers express meanings through symbols, sounds, actions, stories and rituals. Rosh Hashanah and Yom Kippur: Explore Rosh Hashanah, the Jewish new year festival, and look at their deeds from the past year and make a fresh start for the next year. Explore shofar, eating sweet foods, tashlich. Explore Yom Kippur, the 'Day of Atonement', fasting and praying for forgiveness; what happens and why; the main themes of repentance, confession and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). Talk about the value in pupils' own lives of reflection, saying sorry, being forgiven and making resolutions to improve. Pesach/Passover: explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God; find out how this story is remembered at Pesach and celebrated in Jewish homes (e.g. preparation and the seder meal). Reflect on important themes of Pesach (e.g. freedom, faithfulness of God; the Jewish people's place as God's Chosen or Favoured People – rescued from slavery to demonstrate this; brought into the Promised Land) and what Pesach means to Jews today. Talk about ways in which slavery is still present in the world today, how important freedom is, and how we might bring freedom. Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the importance of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today. Find out about (or recall from Unit L2.9) some prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say thank you 100 times a day; the Siddur prayer book contains numerous 'baruch atah Adonai' prayers - 'Blessed are you, King of the universe'). What are the benefits of expressing gratitude regularly? Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions). Explore and consider the value of family rituals in pupils' own lives; make connections with how family life and festivals encourage a reflective approach to life and living; talk about how these are good opportunities for reflection, remembering past times and looking forward to the future well.

When planning a unit look to see what pupils have learnt previously in units in this thread, and where they will go next. Use this to build on previous learning and to do retrieval practice.

The content is selected by the teacher to meet the outcomes in column 2. Through the lessons in this unit ensure that you use strategies to support pupils to remember the content such as retrieval practice and expecting the pupils to use their knowledge in different contexts. Full units of work are available to support these planning pages that give more detailed lesson ideas for teachers from which to plan learning.

This unit is a 'systematic' unit – it focuses on just one religion. Look back to previous learning in systematic and thematic units to check previous learning on Jewish people. Use this to build on previous learning and to do retrieval practice.

These are an adaptation of the end of key stage outcomes. They are specific to this unit and its content and should be used when planning and when considering how far pupils have achieved in this unit. These outcomes lead towards the end of key stage outcomes.

Principles of progression in this syllabus

Please look at these pages within the syllabus for support with planning for progression:

Page 9

The aims of RE: pupil progress should be assessed in relation to each of these aims. The aims are broken down further into age-related outcomes further on in the syllabus.

Page 18

Curriculum design in RE. Clear principles to support you as you create your long-term plan/curriculum progression map for RE.

Page 15

Religions to be taught to pupils aged 4-5, 5-7, 7-11, 11-14, 14-16 and 16-19. Please note that these are minimum requirements. If schools add any religion or worldview that is not one of those listed within a Key Stage, please ensure that the work fits into the long-term plan.

Pages 20-21

The three strands that run through this syllabus (believing, expressing, and living), ensure that there is adequate exploration for each of these three strands in the syllabus. This will guarantee that there is not over-emphasis or exclusion of any of these strands.

Note that Strand 1 (believing) incorporates beliefs, teachings, sources of authority, and questions of meaning, purpose and truth.

Strand 2 (expressing) incorporates religious and spiritual forms of expression; questions about identity and diversity. Strand 3 (living) incorporates religious practices and ways of living; questions about values and commitments

Note how the units in each strand build across the key stages showing progression and building of substantive knowledge e.g. in the expressing strand:

F3 What places are special and why?

1.5 What makes some places sacred? (Christians, Muslims and/or Jewish people)

L2.4 Why do people pray? (Christians, Hindus and/or Muslims)

U2.4 If God is everywhere, why go to a place of worship? (Christians, Hindus and/or Jewish people)

3.6 Should religious buildings be sold to feed the starving? (Christians, Muslims and or Sikhs)

Please note, not all schools will choose to teach all of the units suggested for the key stage of pupils for which they cater. However, it is important to choose a balance of units across the three strands, and make sure that if units are missed out, the subject leader ensures there are no gaps in pupils' knowledge and progression of learning.

In mixed-age classes, RE may be arranged on a rolling programme. Units can be combined or split to suit the age range that are being taught, based upon pupils' prior and future learning. For example, a mixed Y2/3 class teacher might plan a unit of work that combines unit 1.5 'What makes some places sacred?' and L2.4 'Why do people pray?'

Syllabus units are either systematic or thematic. Systematic units focus on only one religion or worldview e.g. L2.3 Why is Jesus inspiring to some people? (Christian) or thematic where two or

more religions or worldviews are looked at e.g. U2.3 What do religions say to us when life gets hard? (Christians, Hindus and non-religious)

Pages 24-26

Requirements for pupils in EYFS and how RE should link to the new EYFS requirements.

Ideas for RE in the nursery and a list of general themes that lend themselves to opportunities for work in RE. Suggested units to be explored in reception and the theme to which each unit relates.

Pages 36, 50 and 78

Outcomes for pupils aged 7, 11 and 14. Teachers should plan RE so that pupils aged 7, 11 and 14 are able to meet these outcomes.

Pages 37, 51 and 79

Suggested units to be explored for KS1, KS2 and KS3, alongside the theme to which each unit relates.

Pages 106-113

Assessment, achievement, and attainment. This includes a progression overview of outcomes for 5–14-year-olds and progress steps in RE for 5–14-year-olds

Page 121-122

Creating a coherent curriculum plan for RE. Things to bear in mind when creating your long-term plan.

Page 126

Progression in Language across the key stages. how learning across the age groups develops and uses the language of religious study and of particular religions in increasing depth and complexity.

Sample-long term plans with commentary

A focus on belonging will fit with other learning as children enter a new setting, This unit can intro Christianity and at least one other religion that will be focused on in the year.

There are many celebrations during this term. This will link to wider work in foundation but also build on the religions learnt about in the belonging unit

A focus on creation and how we look after the world may fit with other learning areas

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F5: Where do we belong?	F4 Which times are special and why?	F6. What is special about our world?	F2 Which people are special and why?	F3 Which places are special and why?	
	Christians, Hindus, Muslims	Christians, Hindus and Jewish people	Christians, Muslims and Jewish people	Christians, Muslims and Jewish people	Christians and Muslims	
	F1 What stories are special and why? Christians, Hindus and Muslims					

Stories will be used throughout the year linking to many overarching topics in the EYFS curriculum

A focus on Jesus at the time of Easter makes sense for younger pupils. A figure from another religion will be looked at too e.g. Moses, Prophet Muhammad

An opportunity to visit places of worship- perhaps as part of a larger locality topic. Chance to consolidate ideas about the religions focused on.

Notice that we use systematic units to look at individual religions but enable pupils to build on that learning later in the year.

An opportunity for festivals to be celebrated when they are happening

Notice that the unit on Muslims is split across year 1 and 2 to allow to be built on and retrieved

These 2 thematic units in the second half of the year revisit and build on learning about these religions earlier in the year. This allows for similarity and difference work.

Year 1	1.1 Who is a Christian and what do they believe? (part 1)	1.6 How and why do we celebrate special and sacred times? (Part 1)	1.2 Who is a Muslim and what do they believe? (part 1)	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred? <i>This could be an RE week or fit into a cross curricular unit of study.</i>	
	Christians	Christians, Muslims or Jewish people	Muslims	Christians, Muslims, Jewish people	Christians, Muslims and/or Jewish people	
Year 2	1.3 Who is Jewish and what do they believe?*	1.6 How and why do we celebrate special and sacred times? (Part 2)	1.2 Who is a Muslim and what do they believe? (part 2)	1.1 Who is a Christian and what do they believe? (part 2)	1.4 How can we learn from sacred books?	1.8 How should we care for others and the world, and why does it matter?
	Jewish people	Christians, Muslims or Jewish people	Muslims	Christians	Christians, Muslims and Jewish people	Christians and Jewish people

Notice that the unit on Christians is split across year 1 and 2 to allow to be built on and retrieved

Although the syllabus suggests focussing on 2 religions in depth as a minimum in KS1 this school has chosen to add in a lesser focus on a third religion. This prepares for learning in KS2.

The second half of what was studied in year 1 allowing time to check knowledge and build on learning. Also, Easter can be studied at Easter

Building on learning about Christians in KS1.

Introduction of an in depth focus on Hindu people - not studied in depth in KS1 but mentioned in some thematic units. This unit is then built on in another systematic unit in Year 4.

The learning about Christian people is built on in the unit focussing on the bible...opportunity for more retrieval practice

The three thematic units allow pupils to build on learning about Hindu and Christian people but also bring in, practice and build on learning about Muslim and Jewish people in Year 2.

Year 3	L2.7 What does it mean to be a Christian in Britain today? (part 1)	L2.8 What does it mean to be a Hindu in Britain today? (part 1)	L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities? <i>Easter and Eid focus possibly an RE week on Easter</i>	L2.1 What do different people believe about God?	L2.4 Why do people pray?
	Christians	Hindus	Christians	Christians, Muslims, Hindus (Jewish people/Muslims)	Hindus, Christians, Muslims	Christians, <u>Hindus</u> or Muslims
Year 4	L2.8 What does it mean to be a Hindu in Britain today? (part 2)	L2.5a How do people from religious and non-religious communities celebrate <u>key</u> festivals?	L2.7 What does it mean to be a Christian in Britain today? (Part 2)	L2.3 Why is Jesus inspiring to some people?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
	Hindus	Christians and non-religious people (with a probable focus on another religion- Judaism)	Christians	Christians	Christians, Jewish people, non-religious people (Humanist)	Christians, Hindus and/or Jewish people

Building on learning in the year 3 systematic unit, an opportunity for more retrieval practice but see how this shows spaced learning

This new unit looks at Christmas as celebrated by Christians, non-religious and others. Also choose a festival from another religion- possibly Judaism.

Continues to build up knowledge and understanding of Christian people. Preparation for a focus on Jesus in the second half of spring term.

In these two thematic units at the end of year 4 there is an opportunity to compare and contrast but also to revisit and build on learning in earlier units. Notice that non-religious beliefs are explicitly brought in here. It is expected that these will have been discussed in units earlier e.g. 1.8- how should we care for others and the world and 2.1 what do different people believe about God? as well as in the unit on festival earlier this year.

How do you think knowledge and understanding builds in this Year 5 and 6 long-term plan?

Year 5	U2.1 Why do some people think God exists?	U2.6 What does it mean to be a Muslim in Britain today? (part 1)	U2.7 What matters most to Christians and Humanists?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship? <i>Possible RE week or fortnight with a focus on a visit to the church and the mosque, synagogue or mandir</i>	U2.10*** Green religion? How and why should religious communities do more to care for the Earth?
	Christians, non-religious (Humanists)	Muslims	Christians and non-religious (Humanists)	Christians	Christians, Hindus and Jewish people (Muslims)	
Year 6	U2.6 What does it mean to be a Muslim in Britain today? (part 2)	U2.9*** What can be <u>done</u> to reduce <u>racism</u> ? Can religion help?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Please note this unit allows for some whole class or project work that recalls past <u>study</u></i>	U2.3 What do religions say to us when life gets hard? <i>Please note this unit allows for some whole class or project work that recalls past study about being Christian, Hindu etc</i>		
	Muslims	Christians, Muslims, non-religious ideas (other examples are <u>referenced</u> and can be selected and developed by the school)	Christians, Muslims and non-religious (Humanists)	Christians, <u>Hindus</u> and non-religious responses		

Sample KS3 long-term plan

Notice that we start with a unit that is engaging, and which will allow teaching of foundational knowledge as well as diagnostic assessment of what has been learnt prior to transition.

Having spent three half terms building on learning about religions taught at earlier Key Stages, in unit 3.11 and 3.8 moving on to study a religion not previously taught will enable pupils to apply thinking to a new context. Unit 3.11 is re-visited throughout Key Stage 3 to enable meaningful encounters with all religions focused on in the syllabus, teaching foundational knowledge, with a focus on lived religion.

The syllabus recommends unit 3.11 for Year 9, but this school has chosen to place 3.11, focusing on different religions at different stages of every year to ensure good encounter with the religions in the syllabus. Here, it was felt necessary to study lived Christianity before dealing with issues of biblical interpretation.

Note that there are lots of opportunities in unit 3.7 to draw on unit 3.6 (Year 7, Summer 2) revisiting debates about material expressions of faith in places of worship to spending on and responding to artworks..

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	3.3 What is so radical about Jesus?	3.11 What difference does it make to believe in Islam?	3.8 What is good and what is challenging about being a teenage Muslim?	3.11 What difference does it make to believe in Sikhism/Buddhism ?	3.8 What is good and what is challenging about being a teenage Sikh/Buddhist?	3.6 Should religious buildings be sold to feed the starving?
Religions/worldviews	Christians	Muslims	Muslims	Sikhs or Buddhists	Sikhs or Buddhists	Muslims, Sikhs, Christians
Year 8	3.11 What difference does it make to believe in Christianity?	3.2 Does living biblically mean obeying the whole Bible?	3.11 What difference does it make to believe in Judaism?	3.10 Does religion help people to be good?	3.4 Is death the end? Does it matter?	3.7 How can people express the spiritual through music and art?
Religions/worldviews	Christians	Christians	Jewish people	Christians, Muslims, Sikhs, Buddhists, non-religious worldviews	Christians, Buddhists, non-religious worldviews, e.g. Humanists	Choose 2 or 3: Buddhists, Christians, Jewish, Muslims, Sikhs
Year 9	3.11 What difference does it make to believe in... and...	3.5 Why is there suffering? Are there any good solutions?	3.9 Should happiness be the purpose of life?	3.1 Do we need to prove God's existence?	3.12 Is religion a power for peace or a cause of conflict in the world today?	3.10 Does religion help people to be good?
Religions/worldviews	Choose two that have not been previously studied in 3.11 Hindus, plus Buddhists or Sikhs	Christians, Buddhists	Buddhists, Christians, non-religious worldviews such as Humanists	Christian, Buddhist and/or Muslim, non-religious worldviews	Christians, Muslims, Humanists/non-religious worldviews	Christians, Muslims, Sikhs, Buddhists, non-religious worldviews

Notice how begin the final year of Key Stage 3 with a unit that enables pupils to apply thinking to Hinduism plus a new religion, developing this thinking with comparison and consolidating prior knowledge and understanding. The foundational knowledge will be useful in later units studied.

Note that this unit is split between Year 8 and 9, allowing time to develop authentic viewpoints through further study of religions and after having considered the related unit questioning whether religion promotes peace or conflict.

Appendix A: Incorporating the Understanding Christianity resource with your agreed syllabus

Some schools (with and without a religious designation) use the Understanding Christianity resource to help to meet the outcomes of their syllabus and ensure progression and to build knowledge and understanding of Christian concepts. The sample long term plan shows one way of putting these into a long-term plan.

Syllabus plus Understanding Christianity: sample long-term plan: Focusing on systematic study, to support thematic study.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS2	F5 Being special: where do we belong?	UC F2 Why is Christmas special for Christians?	UC F1 Why is the word God so important to Christians?	UC F3 Why is Easter special to Christmas?	F3 What places are special and why?	
F1 What times/stories are special and why?						
Y1	UC 1.1 What do Christians believe God is like?	1.3 Who is Jewish and what do they believe? (part 1)	1.7 What does it mean to belong to a faith community?	1.3 Who is Jewish and what do they believe? (part 2)	UC 1.2 Who do Christians say made the world?	1.7 How should we care for the world and for others, and why does it matter? (C, J, NR)
Y2	1.2 Who is a Muslim and what do they believe?	UC 1.3 Why does Christmas matter to Christians?	1.2 Who is a Muslim and what do they believe? part 2.	UC 1.5 Why does Easter matter to Christians?	UC 1.4 What is the 'good news' Christians believe Jesus brings?	1.5 What makes some places sacred? (C,M)
Y3	UC L2.1 What do Christians learn from the Creation story? UC L2.2 What is it like for someone to follow God?		L2.4 Why do people pray? (M/C)	L2.5a How do people from religious and non-religious communities celebrate key festivals? (N/C/I or J)	L2.4 What kind of world did Jesus want?	L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR)
Y4	UC L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today? (part 1)	L2.8 What does it mean to be Hindu in Britain today? (part 2)	UC L2.5 Why do Christians call the day Jesus died 'Good Friday'?	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR)
Y5	UC U2.1 What does it mean if Christians believe God is holy and loving?	UC U2.3 Why do Christians believe Jesus was the Messiah?	U2.6 What does it mean to be a Muslim in Britain today?		UC U2.4 Christians and how to live: 'What would Jesus do?'	U2.7 What matters most to Humanists and Christians? (C, M/J, NR)
Y6	U2.1 Why do some people believe in God and some people not? (C, NR)	UC U2.2 Creation and science: conflicting or complementary?	U2.9 What can be done to reduce racism? Can religion help?	UC U2.5 What do Christians believe Jesus did to 'save' people?	UC U2.6 For Christians, what kind of King is Jesus?	U2.3 What do religions say to people when life gets hard? (C, H, NR)

KS1 – replacing units 1.4 (Sacred Books) and 1.6 (Sacred Times) | **Lower KS2** – replacing units L2.1 (God), L2.2 (Bible) and L2.3 (Jesus) | **Upper KS2** – replacing U2.2 (Jesus in 21st C), U2.4 (places of worship), U2.5 and U2.8 (ahimsa, grace and ummah)