

# RE Today Services

## Supporting your MAT: meeting your RE needs

Supporting MATs with a full  
range of RE services



# RE Today Who we are

RE Today is an education charity that supports Religious Education (RE) and teachers of RE. We are committed to the teaching of religious and non-religious worldviews, including the major religious traditions, in RE and to an accurate and fair representation of their beliefs, values and practices in all our teaching materials.

Whatever support, advice or training you may be looking for to teach high-quality RE in your Multi-Academy Trust, RE Today can help.

**We work in the UK and internationally to give children a broad and balanced education to support them in the world in which they live through the teaching of high-quality RE in schools.**

We support teachers in ALL types of schools: primary, secondary, first, middle, all-through, MATs, academies, free, grammar, community, schools with a religious character and more. We do this through:

- Publishing teaching materials, research papers, a termly **REtoday magazine**, **primary** and **secondary curriculum books**, as well as many other RE publications. We are also the proprietors of the **British Journal of Religious Education (BJRE)\***.
- Offering RE **consultancy services** to support Multi-Academy Trusts, Senior Leadership Teams, Local Authorities, SACREs, Dioceses, Funders and Teaching Schools through our professional **RE Adviser team**.
- Providing **professional development** opportunities regionally, nationally and internationally to teachers, pupils and others interested in education.
- Research and subsequent curriculum development.
- Sponsoring and providing professional member management services to the **National Association of Teachers of Religious Education (NATRE)**.
- Collaborating with education professionals from a full range of settings, from TAs in the Early Years Foundation classroom to university academics.

\*BJRE is owned by Christian Education, which is the sister organisation of RE Today. RE Today distributes BJRE through its termly mailing and provides online access via **NATRE membership**.

RE Today offers consultancy to schools, local authorities, councils, Dioceses, MATs and on occasion will interact with young people.

# Working with MATs

**Recent conversations with SLTs across the UK have highlighted the following needs and priorities for many Multi-Academy Trusts:**

- Understanding the legal requirements for RE provision in Academies
- Keeping up with changes in RE: for example, the importance of examining diversity within both religious and non-religious worldviews, or the need to be clear about 'ways of knowing' in RE as well as the subject content
- Increasing staff confidence in teaching RE
- Improving teachers' subject knowledge
- Ensuring RE content is inclusive and provides ample learning opportunities
- Handling sensitive topics and difficult questions, and facilitating meaningful discussions
- Implementing meaningful and manageable assessment in RE
- Managing the right of withdrawal
- Being prepared for inspection and deep dives into RE
- Achieving consistency in quality and content across a MAT

With this in mind, we have developed innovative new programmes to support RE teachers and can tailor these to your MAT's specific objectives, needs and budgets.

# What can RE Today offer your Multi-Academy Trust?

**Whether you are looking for fresh ideas to invigorate your RE, seeking to upskill non-specialists, equipping a new subject leader, undertaking a radical overhaul of your RE provision or something entirely different, we have an expert team of experienced RE advisers on hand to help you with:**

- All aspects of RE from EYFS to A level
- Developing your subject knowledge
- Assessment in RE
- Enhancing your teaching skills
- Building your confidence to teach RE
- Raising the standard of RE across your MAT
- Keeping up to date with changes in RE
- Consistent CPD training across your MAT



## Consultancy support

Our team of RE advisers are Primary and Secondary specialists in the breadth and requirements of RE.

**The key to success is to build and deliver a bespoke programme which supports your MAT and enables you to provide the legal RE requirements across all academies in the Trust. This is achieved by carefully planning and tailoring all the activities within the programme to meet the following criteria:**

1. The aims and objectives set by the MAT
2. Maximising efficiencies within the budget
3. Striving for 'Outstanding' quality, which is in line with the current Ofsted inspection framework
4. Provision of activity which is innovative, inspiring, and motivational for your teachers
5. Achieving consistency in approach, knowledge and content across the MAT

## How RE Today can support you

We can provide a combination of the following services for your MAT\*:

- Audit existing RE provision
- Agreed Syllabus consultancy and review
- Write/provide supporting materials, including schemes of work, to accompany the Agreed Syllabus
- Provide CPD to teachers on the Agreed Syllabus
- Further CPD days (e.g. assessment, standards, creativity, subject knowledge – see our course directory for full list)
- Conferences for MATs to bring together and inspire teachers and SLT

- Attend staff/SLT meetings to provide professional advice
- Pupil conferences for up to 100 pupils (KS2-GCSE)
- Run a Primary network group for teachers
- Run a Secondary network group for teachers
- Provide a report on national developments in RE for staff/SLT meetings
- If working with local schools, provide a report on local developments in RE
- National Association of Teachers of Religious Education (NATRE) bundles, providing subsidised membership to academies within the MAT
- Other RE and MAT services by agreement

We will work with you to build a bespoke programme from the above, tailored to your MAT's needs, size and budget.

\*Dependent on MAT size. Some services are not suitable/viable for smaller MATs of 10 Academies or less.

Once we have agreed a programme of support with you, we will produce a detailed bespoke model for your MAT which will fully reflect all the agreed activities, financial arrangements, and communication process. This will be fully aligned to the current Ofsted inspection expectations and legal requirements for RE.

## Courses and workshops

**We offer a wide range of courses and workshops to support RE teaching within primary schools, middle schools and secondary schools, as well as special needs schools.**

Our training is delivered by our team of RE advisers across England, Wales and internationally. Our 'key' strength is the ability to provide bespoke RE courses and workshops specifically designed and delivered to the requirements of schools within the world of RE. We consistently receive excellent, detailed feedback from our clients, and we scrutinise what they say to continue to improve our provision. We are happy to share our clients' testimonials for your reference.

We offer a wide range of RE subject matter and can provide flexibility of delivery through:

- Full-day courses
- Half-day courses
- Twilight sessions
- Webinars
- Online RE support material
- Access to internal and external RE Advisers
- NATRE (The National Association of Teachers of Religious Education) professional membership



### Case Studies

[www.retoday.org.uk/consultancy](http://www.retoday.org.uk/consultancy)

**"I would certainly recommend using RE Today for CPD. Most importantly is the fact that the CPD can be delivered to meet the needs of individual schools."**

Debbie Williams, Headteacher, Wenlock C of E Junior School

# Case studies

## Project Name:

Multi-NATRE membership/Onsite staff training/  
Hybrid CPD

## School/Organisation's Name:

Blue Coat Church of England Academy working  
with several schools across the Diocese of  
Lichfield (and beyond) through cluster groups  
and partnership working.

## What did they need?

Blue Coat Church of England Academy wanted to  
improve the support for RE and collective worship  
over a cluster group of schools within the Walsall  
area but also engaging with other schools within  
the Lichfield Diocese (including primary and  
secondary), they needed a mix of inspirational  
staff CPD combined with ongoing high-quality RE  
resources bundled together in a flexible package.

## Working with RE Today

RE Today delivered high-quality, bespoke and  
stimulating staff CPD focusing on a 'teaching  
and learning' day to address issues in thinking,  
creativity, SMSC, values and high RE standards.  
The RE adviser worked with Blue Coat CE Academy  
to put together a bespoke package of NATRE  
membership to cover all schools in the partnership,  
including termly resources, RE updates and several  
free places on RE Today training courses.

Since then, the academy has trialled hybrid training  
for the first time this year with the option to join  
online as well as in person. This proved to be very  
popular with participants.

### How did we do?

"We have worked with RE  
Today over the past five  
years to develop a creative  
and progressive approach  
to teacher development  
which is engaging and highly  
valued by participants.  
The willingness of Lat and  
Angela to tailor a bespoke  
programme, which builds  
on the work from previous  
years, ensures that training  
is kept fresh, relevant, and  
truly inspiring."

David Smith, Principal, Blue Coat Church of  
England Academy

## Project Name:

Sandwell Agreed Syllabus

## School/Organisation's Name:

Sandwell Local Authority.

## What did they need?

Sandwell is a very diverse borough of nearly  
300,000 people, and has large Sikh, Muslim, Hindu  
and Christian populations. The SACRE and local  
authority, mindful of their legal responsibility  
for RE, used consultancy services with RE Today  
to write, publish, train and support its syllabus  
'Learning and Living'.

## Working with RE Today

RE Today consulted closely with Sandwell SACRE  
and local teachers, taking into account their  
local needs. The main link adviser with RE Today  
was taken ill in the final stages of the syllabus  
development, but other members of the RE Today  
team stepped in to finish the production of the  
syllabus itself and deliver the launch conference.

## Current educational thinking

RE Today advisers provided substantial support  
for the design, delivery and dissemination of  
Sandwell's Agreed Syllabus for RE launched in 2018.  
In conjunction with SACRE and the network of  
RE co-ordinators in schools the syllabus has been  
embedded effectively via a wide range of additional  
units of work, CPD training programmes and  
network meetings. Work is continuing on developing  
access to these resources to all schools and  
academies. RE Today advisers have also led some  
initial work that has begun on pupil voice feedback.



### How did we do?

"The work provided has been  
of a high quality, responsive  
to the ever-changing  
education world and the  
various shifts in expectations  
and demands that might be  
made of schools and their  
curriculum."

Lisa Bradbury, Professional Learning  
Manager, Sandwell Local Authority

# Introduction to RE Today's syllabus models

Your very own personalised, up-to-date RE syllabus across all the academies within your MAT.

**One crucial area for supporting high quality RE in your MAT is to have a robust curriculum, which is consistent across all your academies. We offer two syllabus models, based on agreed syllabus models used by local authorities. These meet the legal requirements for RE in academies and provide an effective basis and extensive guidance for teachers to plan and deliver excellent Religious Education in their classroom.**

**Since 2015 we have worked with over 65 SACREs and MATs across the country to support them in implementing a new syllabus.**



## There are two options to consider:

1

### Buy a five-year licence for syllabus model A+:

This has its roots in the 2013 Curriculum Framework for RE, and has been updated to take account of recent developments in 'worldviews' and 'ways of knowing'. It builds on all the experience in syllabus writing that RE Today has developed over the last three decades.

2

### Buy a five-year licence for syllabus model B:

This syllabus model offers a more systematic approach, based on core concepts arranged in a spiral curriculum, incorporating questions from the Understanding Christianity resource being used in many schools, and providing a revised assessment model.

## Launching a new agreed syllabus

Whichever option is chosen, we highly recommend that syllabuses are launched with either a one-day conference for academies (ideally) and/or a series of hub CPD sessions, to provide training and resources to enable teachers to implement the syllabus in their academies. A syllabus with strong implementation training plus support will be far more effective than one with no training.



The production of support materials can extend the value of the revised syllabus. A good syllabus provides the drive, coherence and context for RE, with sample or full units of work exemplifying the syllabus. They are not an alternative to the statutory syllabus but can enhance teaching and learning by providing teachers with additional suggestions and guidance.

We have units of work to support both syllabus models A+ and B and we would recommend at least sample units of work with any bespoke syllabus.

## Renewing a current licence agreement

Do you already have a licence for an RE Today syllabus that is coming up for renewal? We are happy to discuss options with you and will make this as quick and seamless as possible. You can stay with the latest version of your current syllabus, change to another model or work on a bespoke option. Contact Chris Hooper on [chris@retoday.org.uk](mailto:chris@retoday.org.uk) to start the conversation.

# Option 1 Syllabus model A+

Syllabus model A+ is designed to offer clear, practical support for schools in planning and teaching excellent RE. The agreement is to buy a five-year licence with RE Today\*. Additional support resources are also available to purchase.

## Features of model A+

The syllabus includes:

- A clear purpose for RE, with a principal aim broken down into three subsidiary aims
- Legal requirements for RE
- Breadth of study: which religions and beliefs are to be studied and when
- Programmes of study, for 4-14s, based around key questions
- Requirements for students at KS4 and KS5
- Detailed guidance on RE with SEND pupils
- Guidance on worldviews (organised/personal)
- Assessment processes built around end-of-unit and end-of-key stage outcomes; updated guidance
- Planning processes for teachers to use, which are exemplified in the additional units of work
- Guidance on the contribution of RE to whole school priorities: e.g. SMSC, well-being, British Values, cultural capital
- Flexibility and freedom built into the requirements, to encourage creative development and adaptation within a school
- EYFS outcomes in line with 2020 EYFS Profile
- New for 2022: units on green issues, anti-racism, and using multidisciplinary approaches
- Guidance on types of knowledge (following Ofsted Research Review 2021)

## Advantages:

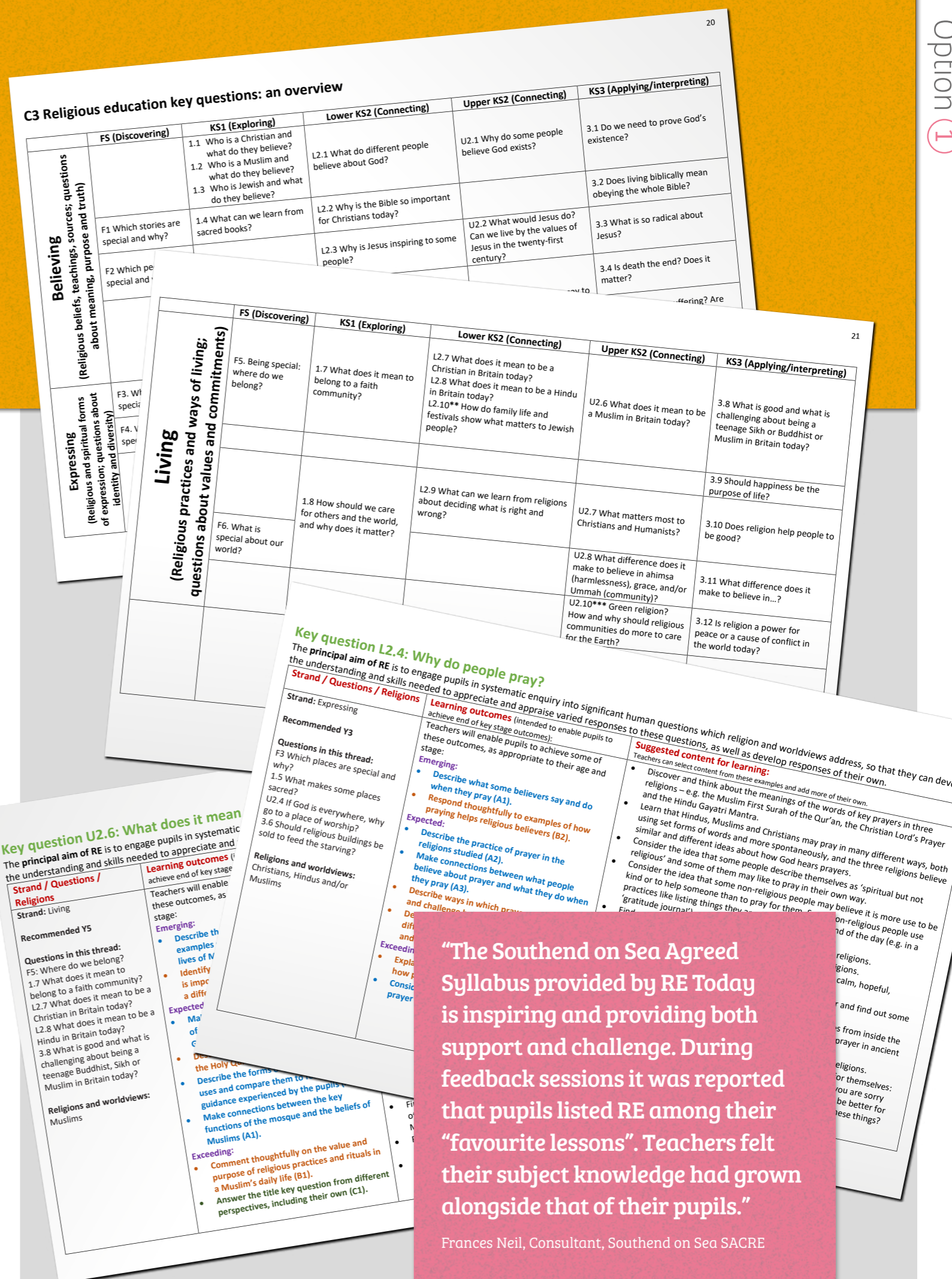
- Full syllabus available with minimal effort from MAT, to the swiftest timescale.
- All academies receive full digital access.
- Up to date, reflecting current guidance on EYFS, outcomes-led learning, assessment, Humanist legal judgment, CoRE focus on religion and worldviews, and Ofsted 2021 Research Review taken into account.
- Flexibility is built in to allow schools to adapt to their specific needs.
- Ongoing support from RE Today with potential upgrades within the five-year licence period if required.
- MAT can write and insert its own foreword and introduction.

- Additional support is available in the form of a complete scheme of work – 35 primary units of work and 15 secondary units, available for purchase by MAT for its schools, or by academies themselves. See p.18 for a full list of units.

## Disadvantages:

- Limited involvement from teachers or MAT on the content and style.
- Local RE is less prominent (although MAT can insert its own local introduction and appendices to the syllabus).

\*Details of what the licence includes, as well as FOI and copyright information can be found on p.15.



**“The Southend on Sea Agreed Syllabus provided by RE Today is inspiring and providing both support and challenge. During feedback sessions it was reported that pupils listed RE among their “favourite lessons”. Teachers felt their subject knowledge had grown alongside that of their pupils.”**

Frances Neil, Consultant, Southend on Sea SACRE

# Option 2 Syllabus model B

Syllabus model B has a more recently developed model with a more systematic approach compared to the more thematic approach of syllabus model A+. The agreement is to buy a five-year licence with RE Today.\* Additional support resources are also available to purchase.

## Features of model B

The syllabus offers:

- A more systematic approach to the study of religions, in contrast to the more thematic approach of option A+. This means that most questions address one religion at a time. For example, in each year class will generally study two religions separately before addressing a thematic question in the summer term, allowing them to build on their learning through the year.
- A coherent teaching and learning approach, with clear assessment outcomes for each unit and each phase.
- Additional guidance on religions and worldviews, and is accompanied by a selection of units of work, available for purchase.
- Incorporation of key questions from the Understanding Christianity resource currently in use in many schools with and without a religious character, across the country.

In addition to the sections found in model A+, syllabus model B includes these further features:

- Teaching and learning approach
- Spiral curriculum
- Core concepts identified for each unit, building on prior learning
- End-of-unit and end-of-phase outcomes for coherent assessment
- Background knowledge on core concepts in world religions and non-religious worldviews
- Demographics of religion and belief in local area.

## Advantages:

- The systematic approach reflects a knowledge-rich curriculum, and its spiral curriculum reflects the contemporary emphasis on embedding pupils' knowledge and understanding in their long-term memory. This idea of curriculum coherence ties in well with new Ofsted emphases, with focus on the sequencing of concepts for effective learning.
- Many schools using Understanding Christianity will be delivering the relevant syllabus units as they use it; and academies that have not adopted Understanding Christianity will benefit from the structural coherence of the study of Christianity in the syllabus.
- The syllabus includes additional scope for the examination of non-religious worldviews, in line with the Commission on RE national report 2018.
- Ongoing support from RE Today with potential upgrades within the five-year review period if required.
- MAT can write and insert its own foreword and introduction, and provide a selection of local images for the cover.

- Additional support is available in the form of a scheme of work for units other than Christianity – 20 primary units of work and 11 secondary units, available for purchase by MAT for its academies, or by academies themselves. See p.19 for a full list of units.
- Feedback from clients using this syllabus has been very positive.

## Disadvantages:

- Limited involvement from local teachers or MAT on the content and style.
- Local RE is less prominent (although MAT can insert its own local introduction and appendices to the syllabus).

\*Details of what the licence includes, as well as FOI and copyright information can be found on p.15.

## The RE teaching and learning approach.

This syllabus is designed to support schools in developing and delivering excellence in RE. It responds to national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy'.<sup>11</sup> It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

In order to support teachers in exploring the selected beliefs, this syllabus sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE outlined on p.5. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews – which reflect the backgrounds of many pupils in our schools. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.

### Making connections

Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and to challenge ideas studied to pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

### Making sense of beliefs

Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

### Understanding the impact

Examining how and why people put their beliefs into action in diverse ways, within their communities and lives, within their communities and in the wider world.

© RE Today 2020

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
<b>Judaism:</b> God Torah The People and the Land		1.7 Who is Jewish and how do they live? (God/Torah/People)	L2.10 How do festivals and family life show what matters to Jewish people? (God/Torah/People/the Land)	U2.9 Why is the Torah so important to Jewish people? (God/Torah)	3.11 What is good and what is challenging about being a Jewish teenager in the UK today? (People and the Land)
<b>Sikhism:</b> God Valtes (Nam Simran, kirt, kara, vand chakha, seva) The Gurus Panth (community)		1.8 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does God get hard?	3.12 How are Sikh teachings on equality and service put into practice today? (God/the Gurus/values/Panth)
<b>Non-religious worldviews</b>		1.9 What does it mean to belong to a faith community?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people don't?	3.13 What difference does it make to be an atheist or agnostic in Britain today?
<b>Thematic</b>	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people don't?	3.14 Good, bad, right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does God get hard?	
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?			

Agreed Syllabus for RE 2020-2025

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
<b>Christianity:</b> God Jesus The Bible The Church The Holy Spirit The Kingdom of God		1.7 Who is Jewish and how do they live? (God/Torah/People)	L2.10 How do festivals and family life show what matters to Jewish people? (God/Torah/People/the Land)	U2.9 Why is the Torah so important to Jewish people? (God/Torah)	3.11 What is good and what is challenging about being a Jewish teenager in the UK today? (People and the Land)
<b>Buddhism:</b> Buddha Dharma Sangha		1.8 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does God get hard?	3.12 How are Sikh teachings on equality and service put into practice today? (God/the Gurus/values/Panth)
<b>Non-religious worldviews</b>		1.9 What does it mean to belong to a faith community?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people don't?	3.13 What difference does it make to be an atheist or agnostic in Britain today?
<b>Thematic</b>	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people don't?	3.14 Good, bad, right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does God get hard?	
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?			

Agreed Syllabus for RE 2020-2025

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
<b>Christianity:</b> God Jesus The Bible The Church The Holy Spirit The Kingdom of God		1.7 Who is Jewish and how do they live? (God/Torah/People)	L2.10 How do festivals and family life show what matters to Jewish people? (God/Torah/People/the Land)	U2.9 Why is the Torah so important to Jewish people? (God/Torah)	3.11 What is good and what is challenging about being a Jewish teenager in the UK today? (People and the Land)
<b>Buddhism:</b> Buddha Dharma Sangha		1.8 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does God get hard?	3.12 How are Sikh teachings on equality and service put into practice today? (God/the Gurus/values/Panth)
<b>Non-religious worldviews</b>		1.9 What does it mean to belong to a faith community?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people don't?	3.13 What difference does it make to be an atheist or agnostic in Britain today?
<b>Thematic</b>	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people don't?	3.14 Good, bad, right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does God get hard?	
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?			

Agreed Syllabus for RE 2020-2025

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
<b>Christianity:</b> God Jesus The Bible The Church The Holy Spirit The Kingdom of God		1.7 Who is Jewish and how do they live? (God/Torah/People)	L2.10 How do festivals and family life show what matters to Jewish people? (God/Torah/People/the Land)	U2.9 Why is the Torah so important to Jewish people? (God/Torah)	3.11 What is good and what is challenging about being a Jewish teenager in the UK today? (People and the Land)
<b>Buddhism:</b> Buddha Dharma Sangha		1.8 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does God get hard?	3.12 How are Sikh teachings on equality and service put into practice today? (God/the Gurus/values/Panth)
<b>Non-religious worldviews</b>		1.9 What does it mean to belong to a faith community?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people don't?	3.13 What difference does it make to be an atheist or agnostic in Britain today?
<b>Thematic</b>	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people don't?	3.14 Good, bad, right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does God get hard?	
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?			

# The need for a high-quality syllabus

**The provision of a clear, well-structured, up-to-date and professional agreed syllabus is key to delivering high-quality RE across a MAT. Combined with ongoing implementation training and resources, a new syllabus offers the potential to raise achievement in RE in all Trust schools. It is also essential to consider how this relates to new inspection requirements, to developments in assessment and in teaching and learning, revised GCSEs, the National Report from the Commission on RE, the 'British Values' agenda, and all associated educational change.**

**Ofsted's Subject specialist RE research report in 2021 identifies the need for syllabuses to:**

- Be clear about expected knowledge and understanding about religion(s) and belief(s) selected for study
- Support and empower teachers to plan effectively
- Offer coherent, well-sequenced progression across ages and key stages
- Support clear and focused assessment, useful for raising standards
- Allocate sufficient curriculum time to RE in order for leaders to deliver an ambitious RE curriculum.

## Implications of the 2019 Ofsted Framework

The 2019 Ofsted Education Inspection Framework (EIF) places great emphasis on curriculum planning. It asks schools what the thinking is behind their curriculum plan for the school – their **intent**. It then examines how they implement it – including a context and narrative for its **implementation** in the school. And then it examines the **impact** of their curriculum on pupils. An agreed syllabus needs to be able to support schools in all three. It needs to have a good rationale for its structure; it needs to be operable in diverse school settings; it needs to show schools how they can see what impact the syllabus is having on pupil achievement.



**"The RE Today syllabus is well presented, organised and easy for a teacher to work with. The staff working at RE Today have been amazing. Nothing was ever a problem and everything was dealt with professionally and timed well. The standard of the product was professional, perfect for what we wanted and of a very high quality."**

John Keast OBE, Chair of Cornwall SACRE

# Costs overview

## A licence for syllabus models A+ or B

A five-year licence for a printable PDF of syllabus models A+ or B from RE Today costs £65 per school plus VAT. These costs will be confirmed by a contract letter before agreement.

Option to have printed hard copies is available and a print quote will be provided upon request.

## What the licence includes

- Licence includes permission for each named school to use the syllabus – including photocopying within school for classroom use.
- The syllabus will be provided to schools as a PDF, via a password protected area of the RE Today website. The syllabus cannot be made available for public access – this is a breach of the licence conditions. It is the responsibility of the SACRE to ensure all licensed schools are compliant.
- A summary document will be supplied as a PDF to the SACRE/LA to host as a publicly available document on their website. Schools may also do this if they wish.
- The syllabus remains the copyright of RE Today.
- Licence also includes potential essential updates from RE Today during the five-year licence period. These will be available electronically, not in print.
- Licences are per school, not bundled per academy chain, for example.
- If you would like printed versions of the syllabus for your schools we can provide a print quote upon request.

## Copyright

RE Today Services owns the copyright to the syllabus in its entirety and subject to the grant of the licence all rights in such Syllabus are fully reserved by RE Today Services.

## Freedom of information (FOI)

RE Today Services acknowledges that Local Authorities to schools may be subject to the Freedom of Information Act 2000. If you choose to licence our syllabus and you receive an FOI relating to the document, you should contact and consult with RE Today Services.

## Costs for a bespoke syllabus:

We would be delighted to talk with you about developing a bespoke syllabus for your MAT. Costs are likely to be greater than for the 'off-the-shelf' models, ranging between £12,000 and £25,000 in our experience. They can also take some time to develop – to reflect the specific contexts and needs of the MAT. However, it is a worthwhile process, especially if it involves teachers in the development.



# Agreed syllabus launch days

Our extensive experience shows that syllabuses are more effective when teachers have an opportunity to see how the syllabus works, and to try out a whole range of practical classroom strategies and resources for implementing the syllabus. The launch is an all-day event which covers all the appropriate training needs for teachers who will be using the syllabus.



“Lots of practical ideas of how to make RE interesting. I’m not confident with teaching RE but feel better about it now. Thank you.”

**We can deliver training for a comprehensive one-day launch conference for up to 180 teachers at a time.**

This could be a joint primary/secondary conference or primary alone.

**A conference for up to 60 teachers can be delivered by a single RE Today adviser.**

This would need to be either primary or secondary.

**These conferences can be repeated, of course, to ensure you provide opportunities for all schools to attend.**

We can also offer a refresher launch or follow up training when the syllabus has been in place for 1-2 years.

MATs would need to promote, administer and organise the conference days and syllabus distribution; RE Today advisers would deliver the training sessions.

The conference would enable teachers to work with the syllabus, providing a generous pack of practical resources which prepare them to carry out training in a staff meeting to disseminate the new syllabus.

**A typical outline of the day would cover three 90-minute sessions covering:**

- **Intent:** introducing and using the new syllabus for planning great RE
- **Implementation:** excellent teaching and learning
- **Impact:** achieving and assessing.

Dates will need to be negotiated in advance. We are able to run launch events online if required. Costs for multiple conferences can be negotiated.

We can provide costs when putting together a quote for you, based on your requirements and number of academies.

**Ofsted’s Subject specialist RE research report in 2021 makes it clear that there should be access to high-quality in-service training for leaders and teachers of RE to develop their professional subject knowledge.**

## Support materials: units of work

Syllabus model A+			Syllabus model B		
	RRP	Discount price at launch conference		RRP	Discount price at launch conference
<b>A primary scheme of work</b> , comprising 35 units of work	£560	£280	<b>A primary scheme of work</b> , comprising 20 units to cover key questions other than Christianity	£300	£160
<b>A secondary scheme of work</b> , comprising 15 units	£240	£120	<b>A secondary scheme of work</b> , comprising 11 units to cover key questions other than Christianity	£165	£88

**Both syllabus models provide the key questions, unit outcomes and content, and end-of-phase/key stage outcomes, along with a planning process, legal requirements and other necessary guidance. Both syllabuses are designed to equip each academy to plan and deliver its own RE, and provide consistency across the MAT.**

However, some academies welcome the extra support of exemplar units of work. **If they want to**, academies can purchase additional support materials which can save hours of planning time. We offer excellent discounts for individual academies who wish to order these at a syllabus launch event.

Schemes of Work are also available for MATs to bulk buy for all their academies if they wish to provide this additional support and timesaving solution. We can offer bulk buy discounts and provide access upon publication of the syllabus.

### Understanding Christianity training and resource pack

One significant feature of syllabus model B is that it incorporates key questions from Understanding Christianity (UC) – a substantial resource to support the teaching of Christianity in RE, currently being used in many CE academies as well as an increasing number of community schools and academies.

To access the UC resource pack, schools **must** attend approximately 12-15 hours of training. There are accredited trainers around the country who can provide training. You can enquire with them directly about their costs. The resource pack itself costs £75 plus p&p. This cost is often built into the training costs.

If you would like an RE Today adviser to run UC training, we can run sessions for up to 30 teachers at a time. The most effective way to deliver this is over 3 half-day sessions (9.00am-1.00pm or 1.00pm-5.00pm) at least half a term apart, ideally one per full term. Thanks to generous grant funding we are able to offer this at a rate of £60 for a community school\*. This includes all resource materials (RRP £75). We can run this training online or in person.

\*Per the terms of our funding this applies to academies or LA maintained academies that do not receive influence (financial or operational) from any religious organisation (such as the Church of England).

Call **0121 458 3313** or visit [retoday.org.uk](http://retoday.org.uk) to find out more

# Units of work for Syllabus Model A+

**Units are supplied via digital log in to a password protected area of the RE Today website. The units are available to download as individual PDF files. The units are reviews and updated every 2-3 years, and schools with access automatically get the latest versions.**

## Foundation Stage

- F1 Which stories are special and why?
- F2 Which people are special and why?
- F3 Which places are special and why?
- F4 Which times are special and why?
- F5 Where do we belong?
- F6 What is special about our world and why?

## Key Stage 1

- 1.1 Who is a Christian and what do they believe?
- 1.2 Who is a Muslim and what do they believe?
- 1.3 Who is Jewish and what do they believe?
- 1.4 What can we learn from sacred books?
- 1.5 What makes some places sacred?
- 1.6 How and why do we celebrate special and sacred times?
- 1.7 What does it mean to belong to a faith community?
- 1.8 How should we care for others and the world, and why does it matter?

## Lower Key Stage 2

- L2.1 What do different people believe about God?
- L2.2 Why is the Bible so important for Christians today?
- L2.3 Why is Jesus inspiring to some people?
- L2.4 Why do people pray?
- L2.5 Why are festivals important to religious communities?
- L2.5a How do people from religious and non-religious communities celebrate key festivals?
- L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
- L2.7 What does it mean to be a Christian in Britain today?
- L2.8 What does it mean to be a Hindu in Britain today?
- L2.9 What can we learn from religions about deciding what is right and wrong?
- L2.10 How do family life and festivals show what matters to Jewish people?

## Upper Key Stage 2

- U2.1 Why do some people think God exists?
- U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)
- U2.3 What do religions say to us when life gets hard?
- U2.4 If God is everywhere, why go to a place of worship?
- U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
- U2.6 What does it mean to be a Muslim in Britain today?
- U2.7 What matters most to Christians and Humanists?
- U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?
- U2.9 What can be done to reduce racism? Can religion help?
- U2.10 Green religion? How and why should religious communities do more to care for the Earth?

## Key Stage 3

- 3.1 Do we need to prove God's existence?
- 3.2 Does living biblically mean obeying the whole Bible?
- 3.3 What is so radical about Jesus?
- 3.4 Is death the end? Does it matter?
- 3.5 Why is there suffering? Are there any good solutions?
- 3.6 Should religious buildings be sold to feed the starving?
- 3.7 How can people express the spiritual through the arts?
- 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?
- 3.9 Should happiness be the purpose of life?
- 3.10 Does religion help people to be good?
- 3.11 What difference does it make to believe in...?
- 3.12 Is religion a power for peace or a cause of conflict in the world today?

# Units of work for Syllabus Model B

**Please note**, the Christianity Units are not included with the scheme of work support materials, as reflected in the pricing structure. These units are covered in the Understanding Christianity resource which you can find out more about on p.17. Units that are included are in blue. See page opposite for how units are supplied.

## Foundation Stage

- F1 Why is the word 'God' so important for Christians?
- F2 Why is Christmas special for Christians?
- F3 Why is Easter special for Christians?
- F4 What places are special and why?**
- F5 What times/stories are special and why?**
- F6 Being special: where do we belong?**

## Key Stage 1

- 1.1 What do Christians believe God is like?
- 1.2 Who do Christians say made the world?
- 1.3 Why does Christmas matter to Christians?
- 1.4 What is the 'good news' Christians believe Jesus brings?
- 1.5 Why does Easter matter to Christians?
- 1.6 Who is a Muslim and how do they live?**
- 1.7 Who is Jewish and how do they live?**
- 1.8 What makes some places sacred to believers?**
- 1.9 How should we care for others and the world, and why does it matter?**
- 1.10 What does it mean to belong to a faith community?**

## Lower Key Stage 2

- L2.1 What do Christians learn from the Creation story?
- L2.2 What is it like for someone to follow God?
- L2.3 What is the 'Trinity' and why is it important for Christians?
- L2.4 What kind of world did Jesus want?
- L2.5 Why do Christians call the day Jesus died 'Good Friday'?
- L2.6 For Christians, what was the impact of Pentecost?
- L2.7 What do Hindus believe God is like?**
- L2.8 What does it mean to be Hindu in Britain today?**
- L2.9 How do festivals and worship show what matters to Muslims?**
- L2.10 How do festivals and family life show what matters to Jewish people?**
- L2.11 How and why do people mark the significant events of life?**
- L2.12 How and why do people try to make the world a better place?**

## Upper Key Stage 2

- U2.1 What does it mean if Christians believe God is holy and loving?
- U2.2 Creation and science: conflicting or complementary?
- U2.3 Why do Christians believe Jesus was the Messiah?
- U2.4 How do Christians decide how to live? 'What would Jesus do?'
- U2.5 What do Christians believe Jesus did to 'save' people?
- U2.6 For Christians, what kind of king is Jesus?
- U2.7 Why do Hindus want to be good?**
- U2.8 What does it mean to be a Muslim in Britain today?**
- U2.9 Why is the Torah so important to Jewish people?**
- U2.10 What matters most to Humanists and Christians?**
- U2.11 Why do some people believe in God and some people not?**
- U2.12 How does faith help people when life gets hard?**

## Key Stage 3

- 3.1 What does it mean for Christians to believe in God as Trinity?
- 3.2 Should Christians be greener than everyone else?
- 3.3 Why are people good and bad?
- 3.4 Does the world need prophets today?
- 3.5 What do people do when life gets hard?
- 3.6 Why do Christians believe Jesus was God on Earth?
- 3.7 What is so radical about Jesus?
- 3.8 The Buddha: how and why do his experiences and teachings have meaning for people today?**
- 3.9 Why don't Hindus want to be reincarnated and what do they do about it?**
- 3.10 What is good and what is challenging about being a Muslim teenager in Britain today?**
- 3.11 What is good and what is challenging about being a Jewish teenager in the UK today?**
- 3.12 How are Sikh teachings on equality and service put into practice today?**
- 3.13 What difference does it make to be non-religious in Britain today?**
- 3.14 Good, bad; right, wrong: how do I decide?**
- 3.15 How far does it make a difference if you believe in life after death?**
- 3.16 Why is there suffering? Are there any good solutions?**
- 3.17 Should happiness be the purpose of life?**
- 3.18 How can people express the spiritual through the arts?**

# Summary

We have developed our agreed syllabus writing through careful consultation with MATs, Local Authorities, SACREs and teachers. The result offers choice and flexibility to meet the needs of our clients and most importantly teachers and pupils in your schools.

## **The RE Today syllabus models offer:**



- **Excellent value for money**
- **A carefully structured curriculum, with clear support for teachers**
- **A focus on opening up big questions and examining core concepts**
- **Clear unit and end-of-stage outcomes to show progression, and to fit many assessment models**
- **Clear steps for effective planning**
- **Option for additional units of work and ongoing CPD support**
- **Expert support from RE Today advisers for syllabus launch and related training**
- **Discounts available on Understanding Christianity training, bulk purchases of publications and/or NATRE membership.**

# Going forward together

**For further information  
please contact Chris Hooper  
chris@retoday.org.uk  
or call him on 0121 415 3979  
or 07872 073248.**

**Main office: 0121 458 3313  
General enquiries:  
admin@retoday.org.uk**

**RE Today**  
Services

 RETodayServices  
 @RE\_Today

RE Today Services  
5-6 Imperial Court  
12 Sovereign Road  
Birmingham  
B30 3FH

**[www.retoday.org.uk](http://www.retoday.org.uk)**