

Using RE Today units of work with your RE agreed syllabus

RE Today created these units of work to support its syllabus model A, currently in use in a number of local authorities. However, they offer a resource to support you in teaching RE wherever you are in the country, even if your syllabus is not an RE Today model.

It is important to note that they are a resource offering a range of ideas for your classroom. They do not supersede your agreed syllabus.

1: Look at your agreed syllabus

Look carefully at the expectations in your agreed syllabus. These differ from syllabus to syllabus, but your syllabus might suggest, for example:

- which religious or non-religious worldviews you should teach in each key stage
- outcomes for the end of key stage, end of phase or even end of year
- key questions to cover
- key subject knowledge to be taught

2: Compare RE Today units of work

Look at the model units of work from RE Today and see how they match with the expectations of your syllabus. Look at the sample we have provided and see how it supports the expectations of your syllabus in terms of outcomes and content.

3: Create a long-term plan

The next step is to create a long-term plan. This requires you to consider which questions/units are studied at which age-group and time of year. This will depend on your school circumstances, of course, but must have a clear rationale and enable pupils to have multiple opportunities to encounter content, so that they can embed their learning.

For example, you may decide to study religions separately before comparing them, where possible. For example, in each year group, you could study two religions separately over autumn and spring terms, and then do a thematic unit that compares those two religions, bringing in additional religious and non-religious responses at that stage. The thematic unit then allows your pupils to revisit and recall prior learning, reinforcing it, as well as applying their knowledge to a new question.

4: Follow the planning steps

Note that the units are set out to follow a series of planning steps (see next page). We strongly recommend using those steps in your own unit planning.

Final note:

Remember to use the units as a treasury to meet the outcomes and subject knowledge you want pupils to have by the end of the unit. Choose wisely what you want to use, and what you are going to leave out. Don't follow the units slavishly – much will depend on your pupils' learning and progress.

Planning process:

<p>Step 1: Key question</p> 	<ul style="list-style-type: none"> • Select a key question. • Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE, what other subject areas it links to, if appropriate.
<p>Step 2: Select learning outcomes</p> 	<ul style="list-style-type: none"> • Use the learning outcomes from column 2 of the key question outlines/units of study. • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach.
<p>Step 3: Select specific content</p> 	<ul style="list-style-type: none"> • Look at the suggested content for your key question, from column 3 in the key question outlines/units of study. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.
<p>Step 4: Assessment: write specific pupil outcomes</p> 	<ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly 'I can' or 'You can' or 'Can you?' statements. • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can/you can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end-of-unit assessment.
<p>Step 5: Develop teaching and learning activities</p>	<ul style="list-style-type: none"> • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Make sure there are regular opportunities for pupils to revisit and recall past learning. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding.