

Holy Trinity C of E Primary School

RE Long Term Plan- Dioceses of Durham & Newcastle Diocesan Syllabus for Religious Education



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	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Christianity for approximately two thirds of study time and either Islam or Judaism. Pupils may also learn from other religions and non-religious worldviews in thematic units.	Christianity for approximately two thirds of study time and either Judaism or Islam and either Hinduism or Sikhism. Pupils may also learn from other religions and non-religious worldviews in thematic units.	
This is the minimum entitlement; Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements.			
	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)	45 hours of tuition per year (e.g. an hour and a quarter per week, or a series of RE days or weeks amounting to 45+ hours of RE)	
Schools should aim to be close to 10% of curriculum for teaching RE, but must be no less than 5%.			
Christianity <i>*Questions from Understanding Christianity</i>	1.1 What do Christians believe God is like? 1.2 Who made the world? 1.3 Why does Christmas matter? 1.4 What is the good news that Jesus brings? 1.5 Why does Easter matter?	L2.1 What do Christians learn from the Creation story? L2.2 What is it like to follow God? L2.3 What is the Trinity? (Incarnation and God) L2.4 What kind of world did Jesus want? L2.5 Why do Christians call the day Jesus died 'Good Friday'? L2.6 When Jesus left, what next?	U2.1 What does it mean if God is holy and loving? U2.2 Creation and science: conflicting or complementary? U2.3 How can following God bring freedom and justice? U2.4 Was Jesus the Messiah? U2.5 What would Jesus do? U2.6 What did Jesus do to save human beings? [Y5] U2.7 What difference does the Resurrection make for Christians? [Y6] U2.8 What kind of king is Jesus?
Buddhism <small>*not covered in syllabus until KS3</small>			
Hinduism		<u>Year 4</u> L2.7 What does it mean to be a Hindu in Britain today?	
Islam	<u>Year 2</u> 1.6 Who is Muslim and how do they live?		<u>Year 5</u> U2.9 What does it mean for Muslims to follow God?
Judaism	<u>Year 1</u> 1.7 Who is Jewish and what do they believe?		<u>Year 6</u> U2.10 What does it mean for a Jewish person to follow God?
Sikhism		<u>Year 3</u> L2.8 What does it mean to be a Sikh in Britain today?	
Secular/non-religious world views			U2.11 Why do some people believe in God and some people not?
Thematic	1.8 Who am I? What does it mean to belong? 1.9 What makes some places sacred to believers? 1.10 How should we care for the world and for others, and why does it matter?	L2.9 What are the deeper meanings of festivals? L2.10 How and why do believers show their commitments during the journey of life?	U2.12 What will make our city/town/village a more respectful place? U2.13 Why is pilgrimage important to some religious believers? U2.14 How do religions help people live through good times and bad times?
<p>RE can be delivered in flexible ways and need not be confined to a lesson per week. Further opportunities should be sought to develop RE in the curriculum for example through RE days, RE weeks, visits and other projects.</p> <ul style="list-style-type: none"> • RE is a core subject of the curriculum for all pupils. The 'basic' school curriculum includes the National Curriculum, RE and Sex Education and in Church schools RE has the status of a core subject. The requirements of this Diocesan Syllabus are not subject to the flexibility of the Foundation Subjects. RE is a legal entitlement for all pupils in all year groups throughout their schooling, from Reception year up to and including Key Stage 5. • RE is different from collective worship. Curriculum time for RE is distinct and separate from the time schools spend on collective worship. The times given above are for RE. • RE should be taught in visibly identifiable time. There is clearly a common frontier between RE and such subjects as literacy, citizenship or PSHE. However, the times given above are explicitly for the clearly identifiable teaching of RE. • Flexible delivery of RE: an RE-themed day or week of study can complement (but should not replace) the regular weekly programme of lessons. • Where creative curriculum planning is used, schools must ensure that RE objectives are explicit. • In EYFS, teachers should be able to indicate the opportunities they are providing to integrate RE into children's learning. • Any school in which head teachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to be able to enable pupils to achieve the standards set out in this syllabus or meet the expectations of SIAMS. • Whilst schools are expected to make their own decisions about how to divide up curriculum time, schools must ensure that sufficient time is given to RE so that pupils can meet the expectations set out in this Diocesan Syllabus to provide coherence and progression in learning. 			