

## Hackney KS1 and KS2 Religious Education scheme of work - lesson planning principles and framework

This scheme of work and planning has been commissioned by Hackney SACRE to support the teaching of the new Agreed Syllabus and to assist teachers in raising pupil achievement in religious education. Key features of the planning are:

- It has been written collaboratively by RE co-ordinators and the SACRE-RE Advisers from Hackney & Enfield
- It exemplifies the educational, non-confessional, approach to religious education advocated by the Agreed Syllabus
- teaching and learning is related to the two attainment targets for religious education: learning about *and* learning from religions
- it helps to promote the spiritual, moral, social and cultural development of all pupils regardless of their religious or non-religious position
- the learning objectives and outcomes are based on the new QCA 8-level national expectations scale, now incorporated into the revised Agreed Syllabus for teachers to use in planning and assessment from September 2000.

Points to note about the Agreed Syllabus and scheme of work:

1. The Agreed Syllabus provides the legal framework for the provision of religious education in all Hackney non-denominational maintained schools
2. The Agreed Syllabus requires RE teaching to be open, objective and educational in approach – it should:
  - (a) protect the integrity of pupils by ensuring that the teaching is not designed to convert or urge a particular religion or religious belief;
  - (b) present the religious beliefs and practices studied as they are perceived by the faith communities; and
  - (c) contribute to the spiritual, moral, social and cultural development of all pupils regardless of beliefs
3. For Agreed Syllabus to be fulfilled, teaching and learning must address both attainment targets – Learning about and Learning from religions – with the latter taking place in the context of the former
4. In the scheme of work the mandatory content of the Agreed Syllabus has been distributed under headings generally familiar to primary teachers and in manageable teaching units
5. Each unit normally focuses on an aspect of a single religion in order to encourage authenticity and depth and to discourage superficiality (eg where an artificial theme is imposed upon religions)

6. Because Christianity, Islam and Judaism are the principal religions represented in Hackney, the teaching units focused on these traditions have been allocated evenly across the key stages
7. Within each teaching unit some content is a major focus, other content is a minor focus; a minor focus will normally be revisited in other teaching units
8. The scheme of work is based on the Agreed Syllabus requirement of a minimum teaching time of 36 hours per year at KS1 and 45 hours per year at KS2; the statutory requirements for RE and collective worship/assembly are quite separate and the time for the latter should not be counted as RE time
9. Some units require a greater amount of time than others; some, particularly those linked with festivals, have been allocated to a quarter of a term; others require a half term
10. Most of the units may be taught following a weekly timetable for RE, however, some units (eg those linked to festivals or visits) may be better suited to an intensive 'block' of lessons
11. Where no unit is allocated, this allows teachers to (a) extend the teaching of the previous unit or to develop other aspects of the agreed syllabus content; (b) devise additional units which take into account other living religious traditions not covered by the Agreed Syllabus particularly where there are adherents in the classroom, eg acknowledging festivals when they occur and making these 'special days' for children who celebrate them
12. Where the content of the Agreed Syllabus is linked to a religious festival, the unit is placed at or around the time in the academic year when it is celebrated by the faith community
13. The teaching and learning related to the festival units is that which takes place in the classroom and does not include those aspects of 'celebration' which may take place at 'assembly'
14. A festival may only be studied once in the scheme of work at each key stage but may possibly be marked every year in 'assembly'
15. Some units will need to move within the academic year as the festival moves in the religious year, eg the Muslim festivals
16. Several curriculum areas may refer to 'religious' material but this is not a substitute for Religious Education, eg a story from a religious tradition, used to promote literacy during the literacy hour, will not contribute to RE unless it is also 'unpacked' within the context of that religion and form part of a coherent RE programme

## Hackney KS1 & KS2 RE Framework

	AUTUMN		SPRING		SUMMER	
	A 1	A 2	B 1	B 2	C 1	C 2
Y 1	Christian Harvest Festival	Christmas	Growing up in a Muslim family	Holi & Stories of Krishna	Wesak	Growing up in a Jewish family
Y 2	Diwali	Birthday of Guru Nanak Hanukkah	Ramadan & Id-ul-Fitr	Easter	<i>School Designed Unit</i>	Growing up in a Christian family
Y 3	Hindu & Sikh Diwali	The Christian Bible & stories of Jesus	Living as a Muslim	<i>School Designed Unit</i>	<i>School Designed Unit</i>	The Torah & stories of the Jewish people
Y 4	Sukkot Exploring Judaism through the Synagogue	The Qur'an & the Prophet Muhammad (pbuh)	Living as a Hindu	The Church - a Christian community	<i>School Designed Unit</i>	Guru Nanak
Y 5	The Buddha & his teachings	The Muslim community and the Mosque	Exploring Christian values in the world today	Pesach	<i>School Designed Unit</i>	The Sikh community & the Gurdwara
Y 6	Rosh Hashanah & Yom Kippur Shabbat & the Jewish home	The Buddhist community	Hajj & Id-ul-Adha	Lent & Easter	<i>School Designed Unit</i>	The Hindu community & the Mandir

*School Designed Units:* The SDU spaces are left free for schools to extend/develop adjacent units or to design their own units based on material in the Agreed Syllabus