



Religious Education Long Term Plan



Intent

Schools must teach religious education according to the locally agreed syllabus. Castle uses the revised Northumberland SACRE documentation as the basis of our planning and delivery of RE. This reflects the fact that religious traditions are in the main Christian, whilst taking account of the teaching and practices of other principle religions represented in Great Britain. Castle is part of the Northumberland Church of England Trust and as such we instil Christian beliefs and behaviours across our school and communities.

The Northumberland Agreed Syllabus of Religious Education advises that “Special schools may follow the agreed syllabus as it stands however it should be used in a way that is helpful to them and which is appropriate for meeting individual pupils’ needs.” In response to this the local agreed syllabus has been adapted in our curriculum to reflect and enhance our pupils’ experiences. The RE Curriculum is informed by our practice relating to British Values.

Castle is committed to ensuring all learning is planned commensurate to ability. For pupils at an early stage of learning, outcomes include, for example, building tolerance and awareness of others.

RE is planned according to ability, and the need to include an understanding of the beliefs of others and the diversity within our communities and beyond.

Implementation

RE Northumberland Agreed Syllabus 22-27

Impact

The overall aim of Castle’s RE and Cultural Studies approach is to instil strong Christian values within our school community which supports the pupils to thrive in a caring and supportive environment. This includes children developing British Values of life and respect for our neighbour.

Early Years

Seven key features of effective practice as identified in the DfE Development Matters guidance (July 2021): The best for every child; High-quality care; The Curriculum; Pedagogy; Assessment; Self-regulation and executive function; Partnership with parents.

In planning and guiding what children learn, practitioners will reflect on the 3 characteristics of effective learning: playing & exploring, active learning, creating and thinking critically. Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Communication and Language

Children have opportunities to;
Listen and actively respond to stories, songs and poems from different sources and traditions
Develop their own narratives in relation to stories they hear

Personal, social and emotional development

Children have opportunities to;
Develop understanding that their needs, views, cultures and beliefs are treated with respect by trusted adults
Work towards shared attention with groups of people, including adults and children
Play and explore cultural objects
Work together within consistently applied codes of behaviour
Learn about right and wrong and why these issues matter
Respond to significant experiences, showing a range of feelings
Have developing awareness of their own needs, views and feelings
Have developing awareness of the needs, views and feelings of others, beginning to show sensitivity to other's needs and form positive relationships

Understanding the world

Children have opportunities to;
Become aware of similarities and differences between themselves and others and among families, communities and traditions
Begin to know about their own cultures and beliefs and those of other people
Explore, observe, discover places and objects that matter in different cultures and beliefs

Expressive Arts and Design










Children have opportunities to;
Use their imagination to create through art, music, dance, play, role-play and stories to represent their own ideas, thoughts and feelings
Respond in a variety of ways to what they see, hear, smell, touch and taste










Literacy










Children have opportunities to;
Be given access to a wide range of materials to encounter religions and worldviews



Maths







Children have opportunities to;
Recognise, create and describe some patterns and sort and order objects simply

Key Stage 1 Themes- Links to pupils lives	2024/25	2025/26	2026/27
Autumn	 <p>What is Precious to me?</p> <p>Christmas- Nativity – Why does Christmas matter to Christians?</p> <p><i>The Nativity will be taught in December each year, based on retrieval practice, developing deeper understand and discussion</i></p>	 <p>What is the Good News Christians believe Jesus brings?</p> <p>Christmas- Nativity - Why does Christmas matter to Christians?</p>	 <p>What is it like for someone to follow God?</p> <p>Christmas- Nativity - Why does Christmas matter to Christians?</p>
Spring	 <p>What makes Easter a special time?</p>	 <p>Who is a Muslim and how do they live?</p>	 <p>Who is Jewish and how do they live?</p>
Summer	 <p>What makes some places special/scared to believers?</p>	 <p>How should we care for others and the World? Why does it matter?</p>	 <p>What does it mean to belong to a Faith Community</p>

Key Stage 2 themes	2024/25	2025/26	2026/27
Autumn	 <p>What do Hindus believe God is like? What does it mean to be a Hindu in Britain today?</p>	 <p>How do festivals and worship show what matters to a Muslim?</p>	 <p>What kind of world did Jesus want? How do Christians decide how to live?</p>
Spring	 <p>What do Christians learn from the creation story?</p>	 <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	 <p>How do festivals and family life show what matters to Jewish people?</p>
Summer	 <p>What is it like for someone to follow God? Christianity</p>	 <p>How and why do people try and make the world a better place?</p>	

Key Stage3 themes	2024/25	2025/26	2026/27
Autumn	 <p>Good, bad, right, wrong – how do I decide?</p>	 <p>Who is a Sikh and how do they live?</p>	 <p>Do miracles really happen?</p>
Spring	 <p>Buddhism – how and why do his experiences and teachings have meaning for people today</p>	 <p>Why did Jesus die? Did Jesus really rise from the dead?</p>	 <p>What is Prejudice and Discrimination and what can we do about it?</p>
Summer	 <p>What is good and what is challenging about being Muslim teenager in Britain today?</p>	 <p>Spirituality</p>	

Key Stage3/4 themes	2024/25	2025/2026	2026/2027
Autumn	 <p>Why do people believe in God?</p> <p>Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=118565</p> <p>Pre=Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=111039</p>	 <p>Is it good to live in a multi –faith society?</p> <p>Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=112982</p> <p>Pre-Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=118923 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=118586</p>	 <p>Should the death penalty exist?</p> <p>Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=70971</p>

<p>Spring</p>	 <p>Is there life after death?</p> <p>Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=121071 </p>	 <p>Should genetic engineering be allowed?</p> <p>Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=92841 </p>	 <p>Does everyone in the world have the same Human Rights?</p> <p>Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=113485 </p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=84485 </p> <p>Pre-Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=111399 </p>
<p>Summer</p>	 <p>Is Marriage important?</p> <p>Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=121348 </p> <p>Pre-Entry Level</p>	 <p>Are wars a good or a bad thing?</p> <p>Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=121350 </p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=111760 </p>	 <p>Community Project</p> <p>Entry Level https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=118645 </p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=116467 </p>

	https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=115324	<p>Pre-Entry Level</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=110746</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=110825</p>	<p>Pre-entry level</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=119561</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=117426</p>
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KS3/4 – References will be made to different faiths and their beliefs for each of the themes.

KS4 – Each term will be linked to appropriate AQA Units from the AQA Unit Award Scheme

Post 16 – Preparation for Adulthood Programme – Allocation of time for RE is clearly identifiable.



Spirited Arts is an annual competition by the National Association of Teachers of RE (NATRE) for pupils studying Religion and World Views. Pupils will choose from a selection of themes and create a piece of art to deepen their understanding of religious or non-religious traditions through art forms, which could include; music, dance, sculpture, tapestry, video and literature.

The Spirited Arts competition allows pupils to express the spiritual and their beliefs in a creative and exciting way. Religion and World Views 'rich knowledge' is best taught as a broad view, enabling learners to articulate their viewpoints, ideas and responses. In addition, religions are powerhouses of creativity; giant sculptures, tapestries, amazing temples, cathedrals and mosques, Sufi poetry and Handel's Messiah, the Sistine Chapel and the world's most loved literature.