



## Chadsgrove Curriculum Long Term Planning: Religious Education

### **Curriculum Intent**

The curriculum for RE aims to ensure that all pupils:

#### *Make sense of a range of religious and non-religious beliefs:*

Pupils can identify and explain beliefs, explain how these beliefs are understood in different ways and recognise that sources of authority (such as scripture and tradition) are used and interpreted in different ways.

#### *Understand the impact and significance of religious and non-religious beliefs:*

Pupils can explain how people express their beliefs in diverse ways, recognise ways in which people put their beliefs into action and appreciate the significance of different ways of life.

#### *Make connections between different religious and non-religious beliefs:*

Pupils can respond thoughtfully to key concepts and questions, allow the ideas studies to challenge their thinking and discern possible connections between the ideas studies and their own ways of understanding the world.

For pupils at Chadsgrove, the impact of teaching RE may be different depending on the pupils' needs and abilities:

#### **For pupils on the Pre-Formal Curriculum Pathway:**

- Good RE begins from the unique individuality of the pupils, and provides rich experiences of religion and spirituality
- Calm and peaceful space in RE can enable learners to enjoy their RE time individually
- RE can enable pupils with the most complex of needs to develop awareness of themselves, their feelings, their emotions and their senses

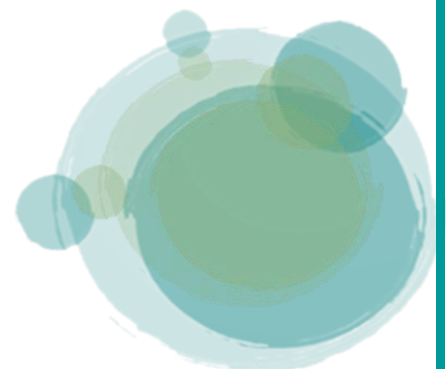
#### **For pupils on the Semi-Formal Curriculum Pathway:**

- Multi-sensory approaches bring the possibility of introducing spiritual experiences
- RE makes a contribution to pupils' social development through story, music, shared experience and ritual
- RE can enable pupils to develop their relationships with other people and their understanding of other people's needs

#### **For pupils on the Formal Curriculum Pathway:**

- RE can provide insight into the world of religion and human experience, especially when tough questions are opened up
- RE can provide opportunities for pupils to participate in spiritual or reflective activity
- RE can enable pupils to make links with their own lives

(adapted from Worcestershire Agreed Syllabus for RE, 2020)



## Curriculum Implementation

This Long Term Plan contains the Programmes of Study from the current Worcestershire Agreed Syllabus for RE. The Programmes of Study identified for each key stage are appropriately differentiated in order to reflect the needs and abilities of pupils on our different Curriculum Pathways. All of the pupils at Chads Grove need to access highly differentiated and personalised learning experiences. For pupils in KS2, outcomes from the Lower and Upper Key Stages have been included; teachers will select those which are most appropriate for their current pupils. For all pupils on the Pre-Formal Curriculum Pathway, suggested sensory activities have been outlined in italics.

The Long Term Plan forms the basis of each teacher's medium term planning; this contains further details of the content and activities, appropriately matched to pupils' needs and ability levels.

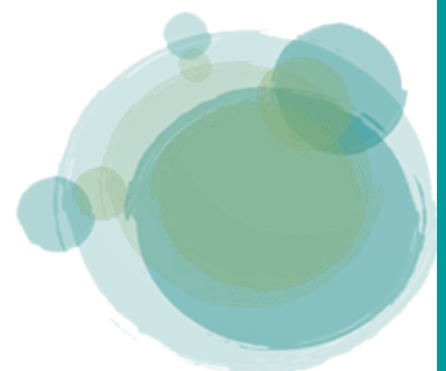
In addition to their timetabled RE lessons, pupils may also access RE through a thematic approach, incorporating the learning which is appropriate to their needs. This also includes participating in our 'Festival of the Month' initiative, our Multi Faith and Culture Curriculum days and other special assemblies and events.

	Autumn 2024	Spring 2025	Summer 2025
<u>2LS/3LS</u>	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special for Christians?	F5: Which places are special and why?
	Autumn 2025	Spring 2026	Summer 2026
<u>2LS/3LS</u>	F2 Why is Christmas special for Christians?	F4: Being special: where do we belong?	F6: Which stories are special and why?

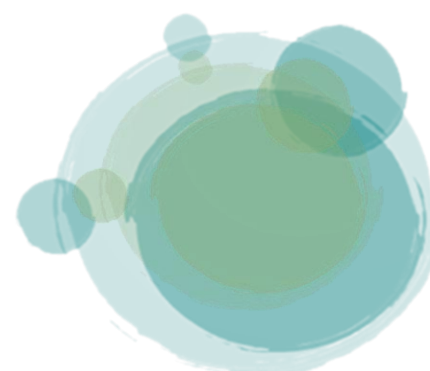
	Autumn 2024	Spring 2025	Summer 2025
<u>5LS</u> <u>Semi-Formal Curriculum</u> <i>Half term 1</i>	1.1 What do Christians believe God is like?	1.6 Who is a Muslim? What is important to them?	1.4 What do Christians believe that Jesus taught?
<i>Half term 2</i>	1.3 Why does Christmas matter to Christians?		1.9 What is it like inside a church and a mosque?
<u>4LS</u> <u>Pre-Formal Curriculum</u> <i>Half term 1</i>	1.1 What are some important religious artefacts for Christians? ( <i>exploring tactile artefacts</i> )	1.6 What are some important religious artefacts for Muslims? What are some of the sights and sounds familiar to Muslims? ( <i>exploring tactile artefacts, experiencing sounds of prayers</i> )	1.4 What makes us happy?
<i>Half term 2</i>	1.3 What happens at Christmas? ( <i>Christmas sensory activities</i> )		1.9 How would it feel to be inside a Christian or Muslim sacred place? ( <i>experiencing quiet, meditation, smells, music</i> )



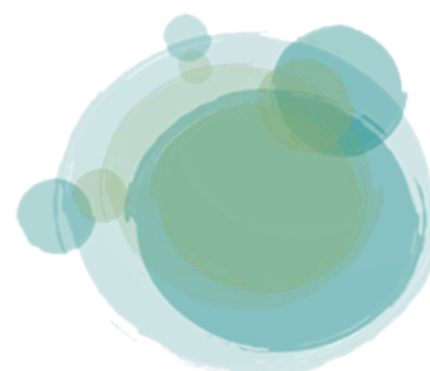
	Autumn 2025	Spring 2026	Summer 2026
<b>5LS</b> <b>Semi-Formal Curriculum</b> <b>Half term 1</b>	1.7 Who is a Jewish person? What is important to them?	1.2 Who do Christians say made the world?	1.9 How should we care for each other and for the world? ( <i>Christians, Jews, non-religious views</i> )
<b>Half term 2</b>		1.5 Why does Easter matter to Christians?	1.10 What does it mean to belong to a faith community? ( <i>Christians, Jews, Muslims and non-religious views</i> )
<b>4LS</b> <b>Pre-Formal Curriculum</b> <b>Half term 1</b>	1.7 What are some important religious artefacts for Jewish people? What are some of the sights and sounds familiar to Jewish people? ( <i>exploring tactile artefacts, experiencing sounds of prayers</i> )	1.2 What is the Christian story of creation? ( <i>Explore this as a sensory story</i> )	1.9 If we are feeling sad or distressed, how can we become calm again?
<b>Half term 2</b>		1.5 What happens at Easter? ( <i>special foods, music, artefacts</i> )	1.10 How can we interact with familiar people?



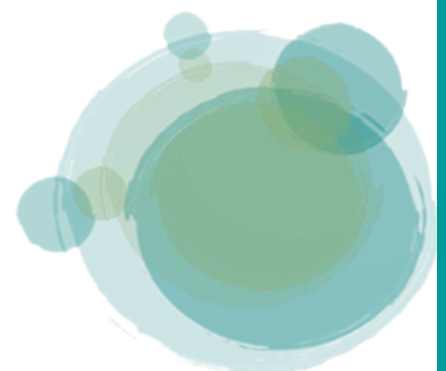
	<b>Autumn 2024</b>	<b>Spring 2025</b>	<b>Summer 2025</b>
<b>8LS</b> <b>Formal Curriculum</b>  <b>Half term 1</b>	L2.1 What do Christians learn from the Creation story <b>OR</b> U2.2 Creation and Science: conflicting or complementary?	L2.9 How do festivals and worship show what matters to Muslims? <b>OR</b> U2.8 What does it mean to be a Muslim in Britain today?	L2.2 What is it like for someone to follow God? <b>OR</b> U2.11 Why do some people believe in God and some people not? <i>(Christians, non-religious views)</i>
<b>Half term 2</b>	L2.3 What is the Trinity and why is it important for Christians? <b>OR</b> U2.1 What does it mean if Christians believe God is holy and loving?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? <b>OR</b> U2.3 Why do Christians believe Jesus was the Messiah? U2.5 What do Christians believe Jesus did to save people?	L2.12 How and why do people try to make the world a better place? <i>(Christians, Muslims, non-religious views)</i> <b>OR</b> U2.10 What matters most to Humanists, Christians?
<b>6LS</b> <b>Semi-Formal Curriculum</b>  <b>Half term 1</b>	L2.1 What do Christians learn from the Creation Story?	L2.9 Why are festivals and worship important to Muslims?	L2.2 What is it like for someone to follow God?
<b>Half term 2</b>	L2.3 What is the Christian belief in the Trinity?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.12 How and why do people try to make the world a better place? <i>(Christians, Muslims, non-religious views)</i>
<b>7LS</b> <b>Pre-Formal Curriculum</b>  <b>Half term 1</b>	L2.1 What is the Christian story of creation? <i>(Explore this as a sensory story)</i>	L2.9 What are some of the sights and sounds familiar to Muslim festivals and worship? <i>(exploring tactile artefacts, experiencing sounds of prayers)</i>	What can give us a sense of calmness and peace?
<b>Half term 2</b>	L2.3 What are some Christian images and symbols <i>(explore artefacts e.g. cross, crucifix, rosary beads, icons, Ichthus symbol)</i>	L2.5 What happens at Easter? <i>(special foods, music, artefacts)</i>	What makes us feel happy and contented?



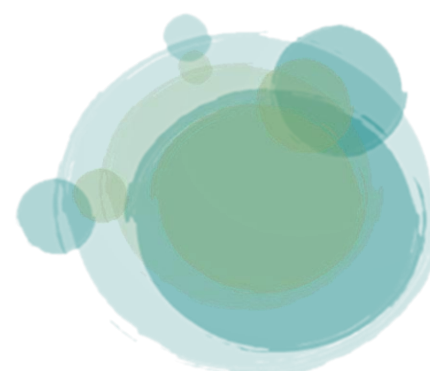
	Autumn 2025	Spring 2026	Summer 2026
<b>8LS</b> <u>Formal Curriculum</u>  <i>Half term 1</i>	L2.4 What kind of world did Jesus want? <b>OR</b> U2.4 How do Christians decide how to live? 'What would Jesus do'	L2.10 How do festivals and family life show what matters to Jewish people? <b>OR</b> U2.9 Why is the Torah so important to Jewish people?	L2.11 How and why do people mark the significant events of life? (Christians, Hindus, Muslims, non-religious views)
<i>Half term 2</i>	L2.7 What do Hindus believe God is like L2.8 What does it mean to be a Hindu in Britain today <b>OR</b> U2.7 Why do Hindus want to be good?	L2.6 For Christians, what was the impact of Pentecost? <b>OR</b> U2.6 For Christians, what kind of King is Jesus?	<b>OR</b>  U2.12 How does faith help people when life gets hard? (Christians, Muslims, and/or Hindus, and/or Jews, non-religious views)
<b>6LS</b> <u>Semi-Formal Curriculum</u>  <i>Half term 1</i>	L2.4 What kind of world did Jesus want?	L2.10 What are some Jewish festivals? What is Jewish family life like?	L2.11 How and why do people mark the significant events of life? (Christians, Hindus, Muslims, non-religious views)
<i>Half term 2</i>	L2.7 What do Hindus believe God is like?	L2.6 Why is Pentecost important for Christians?	
<b>7LS</b> <u>Pre-Formal Curriculum</u>  <i>Half term 1</i>	L2.4 Jesus wanted us to love others – who loves and cares for us?	L2.10 What are some of the sights and sounds familiar to Jewish festivals and worship? <i>(exploring tactile artefacts, experiencing sounds of prayers)</i>	What are some important celebrations in our lives? <i>(role play some celebrations)</i>
<i>Half term 2</i>	L2.7 What are some Hindu gods and goddesses? <i>(explore statues, visual images and music)</i>	L2.6 What is the Christian story of Pentecost? <i>(tell this as a sensory story)</i>	



	Autumn 2024	Spring 2025	Summer 2025
<b>9US, 11US</b> <u>Semi-Formal Curriculum</u>  <i>Half term 1</i>	3.1 What is the Trinity?	3.10 What is it like to be a Muslim?	3.14 How do we choose between right and wrong?
<i>Half term 2</i>	3.3 Why are people good and bad? 3.5 What do people do when life gets hard?	3.12 What do Sikh people do to help others?	3.15 What do some people believe about life after death? ( <i>Christians, Muslims, Hindus, non-religious views</i> )
<b>10US</b> <u>Pre-Formal Curriculum</u>  <i>Half term 1</i>	3.1 What are some symbols of the Trinity? ( <i>explore pictures of these symbols, tactile symbols e.g. a create a 'shamrock' craft activity</i> )	3.10 What are some of the sights and sounds familiar to Muslims? ( <i>exploring tactile artefacts, experiencing sounds of prayers</i> )	3.14 What are some choices that we can make?
<i>Half term 2</i>	3.5 What can we do if we are upset? ( <i>experience some 'well-being' activities, personal to pupils</i> )	3.12 What are some of the sights and sounds familiar to Sikhs? ( <i>exploring tactile artefacts, experiencing sounds of prayers</i> )	3.15 What do some people believe heaven is like? ( <i>exploring images, video clips, stories</i> )



	Autumn 2025	Spring 2026	Summer 2026
<b>9US, 11US</b> <b>Semi-Formal Curriculum</b>  <b>Half term 1</b>	3.4 What is a prophet?	3.8 What do Buddhists believe?	3.16/17 What do different religions believe about happiness and suffering? ( <i>Christians, Hindus/Buddhists, non-religious views</i> )
<b>Half term 2</b>	3.6 Who do Christians believe Jesus is?	3.2 Should Christians care for our world?	3.18 What are some important 'spiritual' works of art? ( <i>Religious and non-religious views</i> )
<b>10US</b> <b>Pre-Formal Curriculum</b>  <b>Half term 1</b>	3.4 What is a prophet? ( <i>Watch animated stories of the prophets Amos and Isaiah</i> )	3.8 What are some of the sights and sounds of Buddhism? ( <i>exploring tactile artefacts, experiencing sounds of prayers</i> )	3.16/17 What makes us happy? What makes us sad?
<b>Half term 2</b>	3.6 Who is Jesus? ( <i>look at pictures of Jesus, watch animated story, explore statue and crucifix</i> )	3.2 Why should we care for the world? ( <i>explore some natural tactile resources</i> )	3.18 What are some important 'spiritual' works of art? ( <i>Religious and non-religious views – look at pictures of art works and create some</i> )



## Key Stage Four/Five

The Worcestershire Agreed Syllabus makes clear that all state-funded schools must teach RE to all students on school rolls, including all those in 14–19 education. The syllabus does not provide specific content for pupils in these age ranges, rather it encourages all pupils aged between 14-16 to pursue an accredited course in Religious Studies or Religious Education.

For special schools, as with all elements of the Agreed Syllabus, RE is to be taught 'as far as is practicable'. Therefore, the following guidance should be followed for pupils in KS4/5 at Chadsgrove School.

### *KS4 Formal Curriculum*

Pupils on the Formal Curriculum Pathway, for whom it is appropriate, may work towards the WJEC Entry Level Pathways Qualification in Humanities, which includes the following units in RE, all of which may be studied at either Entry Level 2 or 3.

Unit	Title
6235	Contentious Issues in the Modern World
6236	Prejudice and Discrimination Against People
6237	Places of Worship
6238	Religious Festivals and Celebrations
6239	Important Ceremonies in Life and Death

### *KS4/5 Semi-Formal Curriculum*

Those who teach pupils on the Semi-Formal Pathway should use Chadsgrove School's 'Festival of the Month' resources to inform the content of their RE lessons for pupils in KS4 and 5.

A calendar of festivals is produced for each academic year, which ensures broad and balanced coverage of a range of religious traditions. When teaching about these festivals, pupils should also be encouraged to compare and contrast religious and non-religious beliefs. For example, when learning about Christmas, pupils can be encouraged to reflect upon the ways in which this festival is celebrated in different cultures, by Christians, those with other religious beliefs and those with non-religious beliefs.

### *KS4/5 Pre-Formal Curriculum*

Pupils in KS4 and 5 who follow the Pre-Formal Pathway should use Chadsgrove School's 'Festival of the Month' resources to plan a range of sensory activities and experiences which will enable pupils to be immersed in the sights, sounds and other sensory elements of the range of religious festivals which are covered in the annual Festival of the Month calendar. Pupils should also be exposed to 'non-religious' aspects of these festivals, for example when learning about Easter, pupils may be encouraged to explore a crucifix, to listen to religious Easter music and to create an 'Easter bunny' in a tactile craft activity.





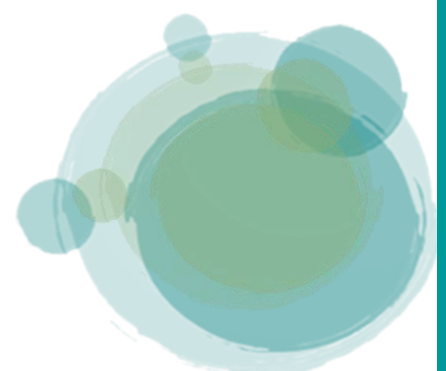
## Curriculum Impact

At Chadsgrove School, pupils' experiences in RE may not always involve formal assessment. Rather, pupils' responses are considered to be valuable means of showing their engagement with religious and spiritual learning. This approach to assessment in RE for pupils in special schools is supported by SACRE and incorporated into the Worcestershire Agreed Syllabus (for further information, see Anne Krisman, *Special RE*, 2015). These moments may be captured in pupils' written work in their RE folders or in their Learning Journeys, depending on which Pathway they are following and how they are engaging with RE.

The Worcestershire Agreed Syllabus suggests the following outcomes for the end of each Key Stage; these may be useful, where appropriate, to form part of pupils' assessment in RE:

### End of Key Stage One Outcomes:

Teaching and Learning Approach	Pupils can...
<i>Element 1: Making sense of beliefs:</i> Identifying and making sense of 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.	<ul style="list-style-type: none"><li>• identify core beliefs and concepts studied and give a simple description of what they mean</li><li>• give examples of how stories show what people believe (e.g. the meaning behind a festival)</li><li>• give clear, simple accounts of what stories and other texts mean to believers</li></ul>
<i>Element 2: Understanding the impact:</i> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	<ul style="list-style-type: none"><li>• give examples of how people use stories, texts and teachings to guide their beliefs and actions</li><li>• give examples of ways in which believers put their beliefs into practice</li></ul>
<i>Element 3: Making connections</i> Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"><li>• think, talk and ask questions about whether the ideas they have been studying, have something to say to them</li><li>• give a good reason for the views they have and the connections they make</li></ul>



End of Key Stage Two Outcomes

Teaching and Learning Approach	Lower KS2 Pupils can...	Upper KS2 Pupils can...
<p><i>Element 1: Making sense of beliefs:</i> Identifying and making sense of 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.</p>	<ul style="list-style-type: none"> <li>• identify and describe the core beliefs and concepts studied</li> <li>• make clear links between texts/ sources of authority and the core concepts studied</li> <li>• offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>• describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>• give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul>
<p><i>Element 2: Understanding the impact:</i> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> <li>• make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>• describe how people show their beliefs in how they worship and in the way they live</li> <li>• identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>• make clear connections between what people believe and how they live, individually and in communities</li> <li>• using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>
<p><i>Element 3: Making connections</i> Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> <li>• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>• raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>• give good reasons for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>• reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</li> <li>• consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>

End of Key Stage Three Outcomes

Teaching and Learning Approach	Pupils can...
<p><i>Element 1: Making sense of beliefs:</i> Identifying and making sense of 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.</p>	<ul style="list-style-type: none"><li>• give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied</li><li>• taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently</li><li>• in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas</li></ul>
<p><i>Element 2: Understanding the impact:</i> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"><li>• give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities)</li><li>• show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li></ul>
<p><i>Element 3: Making connections</i> Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"><li>• give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li><li>• evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world</li><li>• respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses</li></ul>

