

A Key Stage 2 Scheme of Work for RE

Who is this scheme for?

- This scheme of work for KS2 meets requirements for the Suffolk RE Agreed Syllabus 2012. *It is part of the Emmanuel Project which provides materials for a complete primary school RE programme, and is available on disk from Jacqui.studd@cofesuffolk.org.*
- It is suitable for Community and Voluntary Controlled C of E primaries. It may be adopted in academies and free schools.
- Voluntary Aided C of E schools and C of E academies must increase the amount of Christianity taught (see below). These schools have their RE inspected directly in a SIAMS inspection (church school inspection).
- Other authorities and dioceses are welcome to use the materials on payment but should adjust them to their local RE requirements.

How does the scheme connect to the syllabus? (Suffolk Agreed Syllabus p. 28-30)

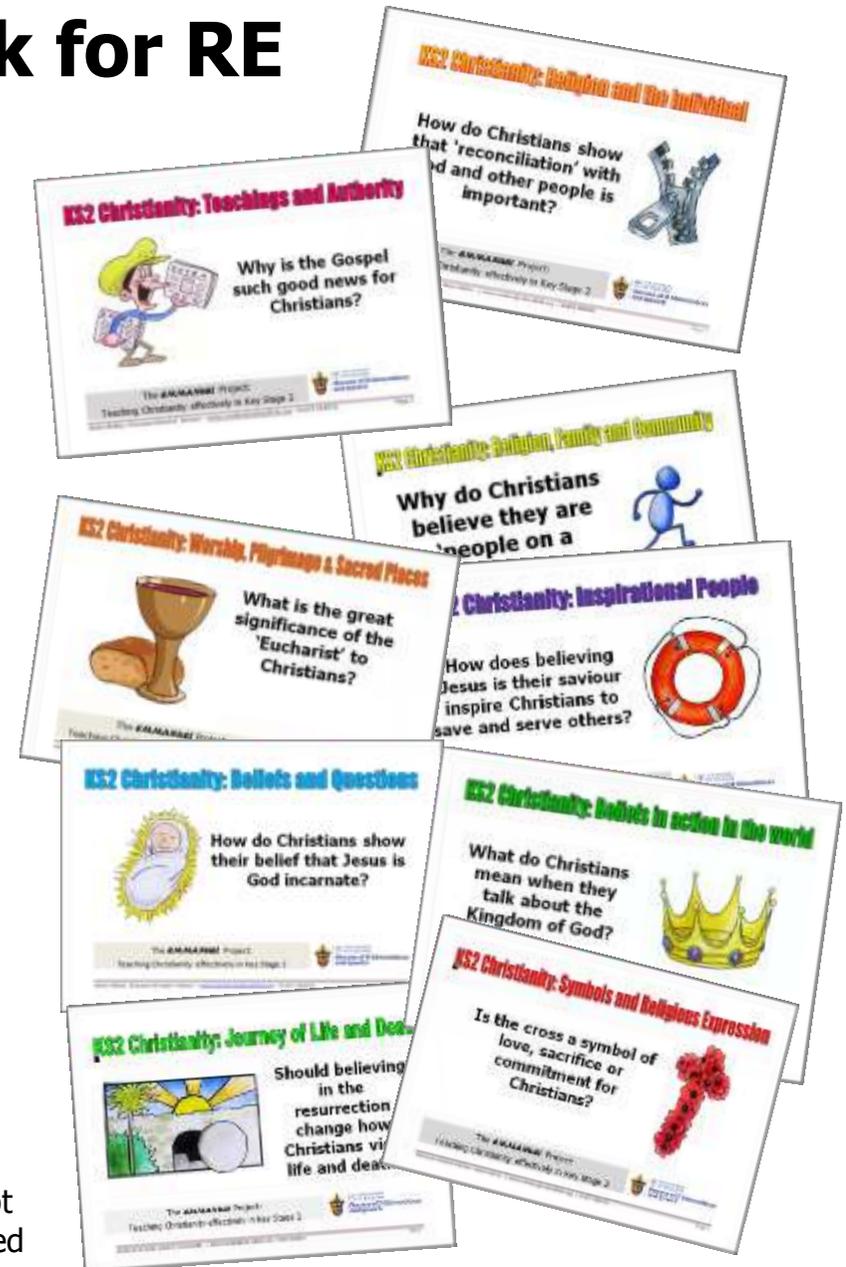
The programme of study meets the exact requirements of the syllabus i.e.

- 9 learning themes for Christianity (approx. 6-8 hours / half-term) e.g. *Inspirational People*
- 4 specified learning themes for Islam and Hinduism
- any 2 learning themes for Judaism, Sikhism, Buddhism
- an encounter with Humanism or other non-religious world-view

The learning themes can be seen across the mid-section of each grid below.

Is the scheme flexible?

This is an example of how the learning themes/ units can be arranged. It is not statutory. The order allows religions to be compared



more easily and to introduce new religions gradually. You could:

- re-arrange units within a year
- use a 2 or 4 year rolling programme – allowance is made for this in how the units are written.
- teach units weekly or over 1.5 to 2 days as theme days

Which units are available?

The 9 units for KS2 Christianity were the first made available because Ofsted (2013) criticized poor teaching of Christianity and these units have now been extensively and successfully used in a large number of schools. Each unit unpacks a key Christian concept to build up understanding of the heart of Christian faith.

The concepts are: **RECONCILIATION, SACRIFICE, KINGDOM OF GOD, SALVATION, MISSION, GOSPEL, EUCHARIST, INCARNATION and RESURRECTION.** Each concept is written into the key question / title of the unit.

All units follow an enquiry-type model and offer a breadth of options to make them more flexible within the age-range.

Additional Christianity units may also be published for those schools who must do more Christianity but will also be useful to provide alternative units for mixed classes. Contact the Schools' Adviser for more details.

What about other world faiths?

The success of the first round of units has led us to produce materials for other faiths and these also follow a belief / concept driven approach.

In accordance with the Suffolk Agreed Syllabus, there are:

- 4 units each on Islam and Hinduism – 2 written for lower KS2 and 2 for upper KS2



- 2 units for Judaism (1 lower KS2, 1 upper KS2)
- 2 units for Sikhism (both lower KS2)
- 2 units for Buddhism (both upper KS2)
- 1 unit for Humanism (upper KS2)

As with the Christianity units, where necessary, all the units can be adapted to a four year rolling programme and simplified / extended. The titles of all the units can be seen in the grids below.

What approach has been taken to assessment?

Nationally we are at a major crossroads in relation to assessment of all kinds and, as assessment is an acknowledged weakness in RE, it is important to do something.

Assessment levels are still required in the Suffolk syllabus so we have given examples for a wide range of levels but giving examples does not mean the same as assessing them all! The rules should be: 1. **Do not assess everything.** 2. Use the levelled examples to make RE more challenging, setting more focused tasks and supporting progression in RE.

Teachers could try assessing one column from **Learning about Religion and Belief** and one from **Learning from Religion and Belief** in each unit. You can adapt the lessons to help focus on a particular area of assessment and / or adapt the examples to match children's work more closely.

The 'Evaluate' section in each unit will remind you to do some assessment and, in particular, to allow children to show they have 'mastered' the concept.

What is the significance of the symbols on the covers of each unit?

The symbols on the covers of each unit are intended to help children and teachers learn and remember the key beliefs they have been learning about. Some of the symbols are classic ones within the particular faith, others are more to do with the idea behind the concept. Experience is showing that both children and teachers can use the symbols as a hook to recall the beliefs and ideas at the heart of a faith.



All the symbols were drawn by Victoria Bush, a leading Suffolk RE teacher.

Further details: Schools' Adviser, St Edmundsbury and Ipswich Diocese ~ helen.matter@cofesuffolk.org ~ 01473 298570

Overview of KS2 Scheme of work – Community and VC school model

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Religion and the Individual</p> <p><i>What is expected of a believer following a religion and the impact of belief on peoples' lives</i></p>			<p>Symbols & Religious Expression</p> <p><i>How religious & spiritual ideas are expressed</i></p>	<p>Beliefs in Action in the World</p> <p><i>How religions respond to global issues</i></p>	<p>Revisiting Judaism</p> <p><i>poss Symbols and Religious Expression</i></p>	<p>YEAR 3 OR A</p>
<p>Christianity</p> <p><i>How do Christians show that <u>reconciliation</u> with God and others is important?</i></p>	<p>Islam</p> <p><i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i></p>	<p>Hinduism</p> <p><i>Why do Hindus want to collect good <u>karma</u>?</i></p>	<p>Christianity</p> <p><i>Why is the cross more than a symbol of <u>sacrifice</u>?</i></p>	<p>Christianity</p> <p><i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i></p>	<p>Judaism</p> <p><i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i></p>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Inspirational People</p> <p><i>Why some figures, e.g. founders, leaders and teachers, inspire religious believers</i></p>			<p>Encountering Sikhism</p> <p><i>poss. Inspirational people</i></p>	<p>Religion, Family and Community</p> <p><i>How religious families & communities practise their faith & the contributions this makes to local life</i></p>	<p>Encountering Sikhism</p> <p><i>poss. Religion, Family & Comm.</i></p>	<p>YEAR 4 OR B</p>
<p>Christianity</p> <p><i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i></p>	<p>Islam</p> <p><i>Why do Muslims call Muhammad the '<u>seal of the prophets</u>'?</i></p>	<p>Hinduism</p> <p><i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i></p>	<p>Sikhism</p> <p><i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i></p>	<p>Christianity</p> <p><i>Why do Christians believe they are people on a <u>mission</u>?</i></p>	<p>Sikhism</p> <p><i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i></p>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Teachings and Authority</p> <p><i>What sacred texts and other sources say about God, the world and human life</i></p>			<p>Revisiting Judaism</p> <p><i>poss. Worship, Pilgrimage and Sacred Places</i></p>	<p>Worship, Pilgrimage and Sacred Places</p> <p><i>Where, how and why people worship, including importance of particular religious sites</i></p>	<p>Encountering Buddhism</p> <p><i>poss. Symbolism and Religious Expression</i></p>	<p>YEAR 5 OR A</p>
<p>Christianity</p> <p><i>Why is the <u>gospel</u> such good news for Christians?</i></p>	<p>Islam</p> <p><i>What does the <u>Qur'an</u> reveal about Allah and his guidance?</i></p>	<p>Hinduism</p> <p><i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i></p>	<p>Judaism</p> <p><i>What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?</i></p>	<p>Christianity</p> <p><i>What is the great significance of the <u>Eucharist</u> for Christians?</i></p>	<p>Buddhism</p> <p><i>How did Buddha teach his followers to find <u>enlightenment</u>?</i></p>	

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<p>Beliefs and Questions</p> <p><i>What key beliefs people hold about God, the world and humans</i></p>			<p>Encountering Buddhism</p> <p><i>poss. Journey of Life and Death</i></p>	<p>Journey of Life and Death</p> <p><i>Why some occasions are sacred to believers and what people think about life after death</i></p>	<p>Encountering Humanism</p> <p><i>poss. Journey of Life and Death</i></p>	<p>YEAR 6 OR B</p>
<p>Christianity</p> <p><i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i></p>	<p>Islam</p> <p><i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i></p>	<p>Hinduism</p> <p><i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i></p>	<p>Buddhism</p> <p><i>How does the <u>Triple Refuge</u> help Buddhists in their journey through life?</i></p>	<p>Christianity</p> <p><i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i></p>	<p>Humanism</p> <p><i>Why do Humanists say <u>happiness</u> is the goal of life?</i></p>	

What should Voluntary Aided Church of England Primaries and C of E Academies do?

These schools must adopt a scheme of work in line with the Church of England's Statement of Entitlement which calls for at least 2/3 Christianity whilst also teaching about other faiths and world-views.

In Suffolk, the Diocesan Board of Education recommends to governors that the school's scheme of work is based on that of the Suffolk Agreed Syllabus but adjusts the balance of religions.

How will this affect the scheme of work?

This will be seen in the grids below. The amount of Christianity has been raised to 16 out of 24 units i.e. 2/3 and an encounter with 5 other major faiths and Humanism preserved.

The additional Christianity units focus will also focus on key concepts / beliefs e.g. Trinity, Pilgrim, and these are noted on the grids so teachers know what is likely to be coming. Teachers may begin to construct their own units in line with those provided for other beliefs but it is hoped that these units will also be written in detail.

Draft ideas are beginning to circulate in the format below and the units should be out Easter 2017.

Contact helen.matter@cofesuffolk.org for further details and to access some of the draft grids.

Diocese of St Edmundsbury and Ipswich 2014

Inspirational People: Christianity

CONVERSION

1. Engage with the meaning of the words 'convert' and 'conversion'

- What does 'convert' mean in terms of buildings or vehicles e.g. could you convert this room into a church? What would you need to do? Make plans and lists in groups and compare ideas.
- These words are also to do with religion, any ideas about meaning?
- Challenge - give children a small picture of St Paul's Cathedral - can they find out what it is by asking and any facts or info about it for next lesson?

2. Enquire into who St Paul was and how he came to be a Christian convert

- Look at pictures of St Paul's cathedral in London - tell stories of how the building was saved in the 1940s/50s/60s.
- Who was St Paul? A convert to the Christian faith. He has been one of the greatest inspirations to Christians throughout history... who was he?
- Read Bible Galatians XXXX about him being beaten, shipwrecked etc. - ask questions about these words
- Look at pictures of St Paul as artists imagined him.

3. Explore St Paul's story in the Bible and how he inspires Christians, in church and in their lives today, keeping pupils' 'Enquire' questions in mind

Bible - story of Paul's conversion. Use resources, e.g. videos, and compare with Roy Hui Clayton and He Qi. Read the text of the story too and act / mime. What was it like to be there? Can you make the image in clay? Tell the story right from Stephen's martyrdom? Acts 9, Saul to Paul - name change

Church - Jan 29th - celebration of St Paul's Day Hear a story of Paul the missionary e.g. Paul on the www.earlychristianwritings.com/paul2.html in Athens (still there today) - speaking about the unknown God. Why did he want to be missionary? What would Christians want to do in response to how Paul explained the gospel to others?

Christian Life - Paul set up churches all over the known world - he wrote letters back to them as he travelled on and his letters are in the Bible. Find out the sort of advice he wrote - e.g. 1 Corinthians 13 on 'love' - read often in weddings today. Try Ephesians 4, Romans 12 etc. what would he

5. Express knowledge and understanding of Christian belief and experience

St Paul's Cathedral opted to put on a display about St Paul with pictures from his life story... and other material - suggestions?

Do you think people can change? Do they need to? Who else can you find out about who has been a Christian convert? What does this mean?

Do people convert to other religions too?

4. Evaluate what pupils have learned about St Paul and how he is inspiring to Christians and others today and consider who inspires them

Children refer back to their 9 sub questions (see Enquire). Have we answered our questions? Use 'I can' statements from attainment levels in RE Agreed Syllabus.

Do we understand that Christians believe St Paul is famous as the first great Christian missionary? (Aggagggg) Do we understand the word 'conversion'? Paul wrote 'Let God (Aggagggg) you' - he changed his name from Saul to Paul - why?

Conduct an interview with a Christian about words in St Paul's letters that are meaningful to them.

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<p>Christianity</p> <p><i>How do Christians show that <u>reconciliation</u> with God and other people is important?</i></p>	<p>Islam</p> <p><i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i></p>	<p>Christianity</p> <p>DISCIPLE</p>	<p>Christianity</p> <p><i>Why is the cross more than a symbol of <u>sacrifice</u>?</i></p>	<p>Christianity</p> <p><i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i></p>	<p>Judaism</p> <p><i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i></p>	

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<p>Christianity</p> <p><i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i></p>	<p>Islam</p> <p><i>Why do Muslims call Muhammad the '<u>seal of the prophets</u>'?</i></p>	<p>Christianity</p> <p>CONVERSION</p> <p>(St Paul)</p>	<p>Sikhism</p> <p><i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i></p>	<p>Christianity</p> <p><i>Why do Christians believe they are people on a <u>mission</u>?</i></p>	<p>Christianity</p> <p>BODY OF CHRIST / UNITY</p>	

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<p>Christianity</p> <p><i>Why is the <u>gospel</u> such good news for Christians?</i></p>	<p>Christianity</p> <p>PARABLE</p>	<p>Hinduism</p> <p><i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i></p>	<p>Christianity</p> <p>FAITH</p>	<p>Christianity</p> <p><i>What is the great significance of the <u>Eucharist</u> for Christians?</i></p>	<p>Buddhism</p> <p><i>How did Buddha teach his followers to find <u>enlightenment</u>?</i></p>	

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