

CURRICULUM OVERVIEW: Key Stage 2

In KS1, pupils will have explored aspects of Christianity and been introduced to Judaism & Islam, through encountering and responding to a range of stories, artefacts and other religious materials, such as art & music, and through meeting people from different faith communities through carefully planned visits, or by having visitors in to school. The KS2 units of work build on these experiences. Please refer to the KS1 section of these Guidelines for further information.

RE in Year 3: Feedback from teachers has shown that the move into year 3 can create some issues in terms of progression in RE. In Junior schools, pupils join from a variety of Infant schools, some of which have followed the Diocesan Guidelines and others their locally Agreed Syllabus. This means that pupils may come into year 3 with discrepancies in their RE knowledge and understanding. In Primary schools, year 3 can also be a time when new pupils join the school. With this in mind, the units of work suggested for year 3 (see the long term planning section of these Guidelines) ensure that pupils' knowledge and understanding of Christianity is secure, and deepened, in preparation for the rest of the key stage.

During key stage 2, pupils should extend their knowledge of Christianity, Judaism and Islam, and be introduced to aspects of Hinduism & Buddhism, recognising the impact of religion and belief locally (including within their own Church school), nationally and globally. The Optional Study Units for KS2 also include elements of Sikhism. Pupils may also begin to consider moral, ethical and philosophical issues, and where appropriate, they may also encounter non-religious belief systems such as Humanism. Pupils will also further develop important subject-specific and cross-curricular skills, which are identified within each unit of study. Where possible, pupils should be encouraged to make links between different aspects of their learning in RE, utilising higher level thinking skills and creating opportunities for greater progress and challenge in RE.

Through their learning in KS2, pupils should:

- express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views;
- make connections between differing aspects of religion and consider the different forms of religious expression;
- consider the beliefs, teachings, practices and ways of life central to religion;
- be introduced to an extended range of sacred texts and other sources and consider their meanings;
- recognise diversity, learning about similarities & differences both within and between religions & beliefs, and the importance of dialogue between them;
- extend the range and use of subject specific vocabulary;
- recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true;
- communicate their ideas, recognising other people's viewpoints;
- consider their own beliefs and values and those of others in the light of their learning in religious education.

so that....

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...by the end of lower KS2 (year 4), pupils should be able to:

- investigate and connect features of religions and beliefs;
- make links between beliefs, stories and practices;
- identify similarities and differences between religions and beliefs;
- describe and suggest meanings for symbols and other forms of religious expression;
- identify the impact of beliefs and practices on people's lives;
- identify what influences and inspires them, and why;
- compare their own ideas and feelings about what pupils think is important;
- make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions;
- ask significant questions about religions and beliefs.

...by the end of upper KS2 (year 6), pupils should be able to:

- gather, select, and organise ideas about religion and belief;
- describe similarities and differences within and between religions and beliefs;
- comment on connections between questions, beliefs, values and practices;
- suggest meanings for a range of forms of religious expression, using appropriate vocabulary;
- describe the impact of beliefs and practices on individuals, groups and communities;
- describe how sources of inspiration and influence make a difference to themselves and others;
- apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives;
- suggest what might happen as a result of their own and others' attitudes and actions;
- suggest answers to some questions raised by the study of religions and beliefs.

WHAT SHOULD WE TEACH IN KEY STAGE TWO?

This overview has been re-structured from the previous Diocesan Guidelines to ensure continuity and progression across the Primary phase, whilst giving schools some 'breathing space' within the RE curriculum to study some optional units, or develop units of their own. During the process of review, the decision was also made that the Diocesan units should to some degree mirror the core structure of the Surrey Agreed Syllabus for RE, allowing pupils to appropriately deepen their understanding of the Christian faith, whilst engaging with religious diversity at a local, national and global level. This is in order to adequately prepare pupils for the Secondary phase, and aid the process of transition.

Every unit has been updated, so schools will need to take this into account when using the units to plan lessons. This includes most of the more recently written Alternative Study Units, which have now either been made compulsory, or sit within the Optional Units menu. Pupils should study **180 hours** across the key stage (45 hours per year, or approximately 1¼ hours per week). There is a degree of flexibility within the suggested time allocations for most units, so schools should use this to help make the hours add up. We realise that Church schools may wish to teach some additional RE, which may be achieved through the use of the Optional Study Units or Pause Day materials. In order to aid transfer of pupils from the Primary to the Secondary phase, there is a new unit specified for studying Buddhism. This unit should be taught in Yr6, as it requires a degree of understanding of the concept of 'religion'.

WHAT'S THE PURPOSE OF RE IN KEY STAGE TWO?:

The Church of England report 'Making a difference?' (October 2014) suggested that in order for schools to teach RE well, they need to develop a 'clarity of purpose' around what RE in Church schools is for, and how to translate this into what pupils learn. During the process of revision, each unit was written with a distinct purpose in mind, which is outlined at the top of each unit: however, it is hard for schools to see the breadth of study across all the units in a Key Stage. This section of the document is designed to help schools to do this in order to be able to structure their planning more effectively.

Compulsory Units: Christianity		'not less than 70% of RE time should be spent on Christianity'		
There are 26 Christianity units, including a Christmas and Easter unit for each year group. .		<i>*units marked with an asterisk were formerly ASUs</i>		
'Theme'	Title	What's the purpose of this unit?	Phase / Yr	Suggested time allocation
God	What do Christians believe God is like?	to help pupils to understand some things that Christians believe about God and his nature, using images from the Old Testament & the person of Jesus. It includes a specific study about God as Jesus portrays him in the parable of the Prodigal Son / Loving Father.	Lower	6-8 hours
	How is God Three – <u>and</u> One?	to explore the Christian concept of the Trinity and to give pupils opportunity to investigate the different symbolism and characteristics associated with each Person of the Trinity. More able pupils should be able to make connections / comparisons between the concept of the Trinity and other religions' views of God.	Upper	5-6 hours

Jesus Christ	Why do Christians worship Jesus Christ?	to develop children's understanding of the evidence for Christians' belief that Jesus is the Son of God, as well as being a historical figure. During this unit, pupils will also investigate the key events in Jesus' life & link these with what Christians believe about Jesus. They should also consider what difference these beliefs make to a Christian's life, including how they are celebrated in the church year.	Lower	6-8 hours
	How did Jesus change lives?	to explore some of the most important miracles of Jesus, and how people were changed physically and emotionally by encountering him, but also how these encounters demonstrate, for Christians, that Jesus is God's Son – and is still changing lives today	Lower	6-8 hours
	Who did Jesus say 'I AM'?	to focus on the Christian belief that Jesus is the Son of God and investigate the statements Jesus used about himself. There are also opportunities within this unit to investigate why Jesus used these ideas to express who he was, and to reflect on what they mean for Christians.	Upper	5-6 hours
	How did Jesus' teaching challenge people?	to investigate some of Jesus' teachings from major texts such as the Sermon on the Mount/Plain and Jesus' 'new commandment' in John 13:34 and what impact these had at the time, and have on the lives of Christians now. More able pupils need to be given opportunities to compare Jesus' teachings with what they know of major Jewish laws, so schools should take this into account when planning from this unit.	Upper	5-6 hours
Christmas	What might Jesus think of Christmas?*	to focus on how Christians view the celebration of Christmas and to explore how Christmas has been commercialised, giving pupils opportunity to develop their skills of reflection, evaluation, application & expression especially.	Y3	2-3 hours
	How can artists help us to understand Christmas?	to emphasise the importance of Jesus within the Christian faith through reflecting on and comparing different cultural expressions of Christian beliefs about his birth. At Christmas time, Christians celebrate the concept of 'incarnation' – God born as a human being in the person of Jesus.	Y4	2-3 hours
	Why is light an important sign at Christmas?	to explore the concept of light as a theme during Christmas but also beyond that, into the lives of Christians – and for some pupils, an opportunity to reflect on light as a theme across different religions	Y5	2-3 hours
	What do the Gospels say about the birth of Jesus – and why is it 'good news'?	to give pupils opportunities to, as independently as possible, research the differences in the Gospel accounts of Matthew and Luke, and analyse what this might reveal about who Christians believe Jesus is. They will also think about the intended audience of each account, and why the birth of Jesus might be 'good news'. The Y5 Easter unit focuses on the similarities between the Gospel accounts – this unit is designed to build on pupils' skills, and explore the <u>differences</u> between Matthew's and Luke's accounts, highlighting the different audiences for whom they were written.	Y6	2-3 hours
Easter	What happened during Holy Week – and what's most important to Christians?	to give pupils opportunities to set out the sequence of events from Palm Sunday to Easter Day & the symbols associated with them, and to reflect on what each of these events might mean for Christians. There is also space within the unit to help children make links between the Jewish festival of Passover and the Last Supper.	Y3	2-3 hours
	How does Lent help Christians prepare for	to consider Christian practices during Lent across the world, giving pupils opportunities to explore the common themes within Lent and to reflect on why a period of preparation might be important for	Y4	2-3 hours

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	Easter?	Christians.		
	How do we know what happened at Easter?	to especially develop pupils' skills of investigation & evaluation, as they look at the four Gospel accounts of the Easter narrative. It might be better to focus initially on the similarities. It is intended that the skills developed in this unit will help to prepare pupils for an independent comparison of texts in the year 6 Christmas unit.	Y5	2-3 hours
	Adam, Eve, Christmas & Easter – what are the connections?*	to explore the connections, as Christians see them, between Genesis and the events of Christmas and Easter. Pupils will develop their research skills, and also the skills of synthesis and expression, but also be given opportunities to reflect on their own beliefs.	Y6	2-3 hours
The Bible	How does the Bible reveal God's plan?	to help pupils to understand how, for Christians, the Bible tells the 'big story' of God and his people – and that it spans all time, from Creation to the Second Coming. During this unit, pupils will explore narratives connected with the key events in God's 'big story', his rescue plan for mankind. Pupils will be given opportunities to develop their understanding of the different types of writings in the Bible & how they link together in this 'big story', but also to reflect on how this way of viewing the Bible might affect a Christian's life.	Lower	5-6 hours
	What is 'wisdom'?*	to help children understand that Christians and Jews believe the wisdom in the Bible comes from God, through different channels, and is given to help people know how to live.	Lower	5-6 hours
	What does the Bible say about friendships and relationships?*	to explore what the Bible has to say about identity, friendships and relationships. During this unit, pupils will reflect on the reality that relationships often break down but that Christians believe that they can be repaired through forgiveness. Opportunities are also given to reflect on how Jesus' example and experiences might help Christians when they experience relationship difficulties.	Upper	5-6 hours
	What does the Bible say about moving on?	to give Year 6 children, who are about to move on to Key Stage 3, understanding that Bible characters who moved to new circumstances trusted the promises of God to help them. Pupils will consider the relevance/value of this for their own situations, as well as considering how such stories & promises help Christians experiencing change or difficulties.	Y6	2-3 hours
The Church	How did the Church begin?	to make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. There are also opportunities to investigate symbolism, and what Christians today believe about the Holy Spirit.	Lower	5-6 hours
	Is Christian worship the same all around the world?	to show pupils a variety of current Christian worship styles and formats drawn from differing cultural contexts and enable them to find the common beliefs and stories expressed in such rituals, music, and images/artefacts.	Lower	6-8 hours
	Why do Christians share communion?	to help children understand that communion is an act of remembrance, sharing and reflection for Christians focusing on the belief that Jesus died so that there could be a new relationship between God and people.	Lower	2-3 hours
	Why do Christians still pray the Lord's Prayer?	to help pupils to understand the importance of this 2000-year-old prayer, explore what Jesus was doing when he taught it and link it with Christian belief. This prayer (that Christians now call the 'Lord's Prayer') is a prayer in its own right and also a model for praying generally, as it contains information about the things that Christians believe they should pray about.	Lower	5-6 hours

	How can churches help us to understand Christian belief?	to explore aspects of communion and baptism in two different Christian denominations, and to think about what the similarities and differences show about Christian belief. Pupils will need a basic understanding of both communion and baptism in order to access the learning in this unit.	Upper	6-8 hours
	What is a 'creed'?*	to provide opportunities for pupils to explore a Christian creed, compare it with creeds from other faiths and evaluate why it might be important for faith communities to have a clear statement of belief. It also gives pupils opportunities to reflect on their own personal belief. Pupils should be given full opportunity to express their unbelief and discuss the challenges of some credal statements. Pupils will explore either the Apostles' or Nicene creeds as part of this unit.	Upper	2-3 hours
Living as a Christian	How have Christians changed the world?*	to help pupils understand that the Christian faith has inspired followers to try and change things in the world that they see as against Jesus' teaching, often at great personal cost; that one person can make a difference and that individuals often feel that this is a compulsion rather than a choice. This is achieved through looking at the lives of some 'heroes' of the Christian faith.	Lower	6-8 hours
	What would Jesus do? (How do the beliefs of Christians influence their actions?)	to show that Christians try to follow the example and teachings of Jesus. Pupils will investigate how the beliefs of Christians lead them to act with compassion and care towards others and the environment. There are a variety of contexts that schools could explore e.g. your local Parish church, Christian charities working in different parts of the world, or Christians from the past, so linking RE with other curriculum areas.	Upper	5-6 hours

Compulsory Units: Other faiths <i>'not more than 30% of RE time should be spent on studying other faiths'</i>				
Islam: 2 units; Judaism: 2 units; Hinduism: 1 unit; Buddhism: 1 unit, to be studied in Year 6.				
'Theme'	Title	What's the purpose of this unit?	Phase / Yr	Suggested time allocation
Judaism	How can a synagogue help us to understand the Jewish faith?	to explore the key features of a synagogue and investigate what they reveal about Jewish beliefs. A visit to a synagogue is strongly recommended for this unit, as it really helps to bring a faith to life, but the same outcomes could be achieved by using a 'virtual' visit or by looking at photos.	KS2	5-6 hours
	What are important times for Jews?	to investigate some of the major Jewish festivals, to explore their links with Jewish history and commandments, and reflect on how celebrating these events binds the Jewish community together. Through festivals, Jews are reminded of God's faithfulness to his people. There is also space within this unit to reflect on the significance of Bar / Bat Mitzvah and the symbolism of Jewish marriage as rites of passage in Jewish community life, and to consider how they express Jewish beliefs.	KS2	5-6 hours
Islam	How can a mosque help us to understand the Muslim faith?	to explore the key features of a mosque and investigate what they reveal about Muslim beliefs. A visit to a mosque is strongly recommended for this unit, as it really helps to bring a faith to life, but the same outcomes could be achieved by using a 'virtual' visit or by looking at photos. Muslim beliefs about and practices associated with prayer (salah) should be a focus within this	KS2	5-6 hours

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		unit.		
	What are the pillars of Islam?	to explore the key beliefs and practices of Islam through investigating the five 'pillars'. It is important that pupils are given opportunities during this unit to reflect on how the pillars of Islam affect the way that Muslims live their lives, and also to make connections between Islam and the other religions they have studied.	KS2	5-6 hours
Hinduism	What helps Hindus to worship?	to provide a broad understanding of how Hindus worship the supreme divine reality (Brahman) who is represented in different forms, and what helps them to do this. Pupils will use images and stories to draw meaning to support this understanding. More able pupils could also be given opportunities to consider similarities & differences between Hindu and Christian understandings of God. This unit could be linked with the OSU: 'What does it mean to be a Hindu?'.	KS2	6-8 hours
Buddhism	What is the 'Buddhist way of life'?	to introduce pupils to the principal beliefs and practices of Buddhism. This is a key unit to prepare pupils for KS3, where they will further develop their understanding of Buddhism as a non-theistic religion (with no god). For this reason, it is strongly recommended that this unit is taught in Year 6, by which time pupils will have gained more of an overview of the nature of 'religion' through their study in the primary phase.	Y6	6-8 hours

Optional Study Units (OSU): It is recommended that schools spend a minimum of **18 hours** across the key stage, studying units chosen from the optional study units menu. Please bear in mind the balance of 'other faiths' to 'Christianity' when choosing units from this menu.

**units marked with an asterisk were formerly ASUs*

'Theme'	Title	What's the purpose of this unit?	Phase / Yr	Suggested time allocation
Optional Study Units: Christianity	What are Christians waiting for?	to explore the theme of 'waiting' as a key idea in the Christian festival of Advent, but that the 'version' of Advent in the four Sundays leading up to Christmas is not the only one. Whilst this unit explores the concept of 'Advent', there should also be focus on Jesus' SECOND coming, as this is the one that Christians are waiting for!	KS2	2-3 hours
	What do Christians believe about Heaven?	to explore what Christians believe about Heaven, which obviously touches on the subject of death. This unit may need some sensitive handling, bearing in mind any differing beliefs that children may have, or experiences of bereavement. You may find that this unit raises some challenging questions, and schools may wish to invite their vicar to help explore any questions that pupils may have.	KS2	2-3 hours
	What is Maundy Thursday about?*	to explore in more depth the events that gave rise to the practices of Maundy Thursday, and to give pupils opportunities to investigate what significance these practices have for Christians today.	Lower	2-3 hours
	Maundy Thursday: What is the significance	to explore in more depth the significant commandment that Jesus gave on Maundy Thursday, to give pupils opportunities to investigate how it was demonstrated in the life of Jesus, and to	Upper	2-3 hours

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	of Jesus' new commandment?*	evaluate the impact it has on Christians today.		
	What can we learn about the Christian faith from the Chronicles of Narnia?*	to be challenging and to deepen children's understanding of the Christian faith using the Chronicles of Narnia. The Narnia stories are often referred to as 'allegories' – although there are certainly allegorical elements, CS Lewis did not write them specifically as allegories (and was quite definite about this!)	Upper	6-8 hours
	What does the Bible say about money & ownership?*	to explore Christian beliefs about money and ownership, and to give pupils opportunities to reflect on the challenges for Christians of living as the Bible teaches in today's world.	Upper	6-8 hours
	Why do Christians make promises in marriage?	to sensitively investigate the symbolism and practices within a Christian marriage service, focussing on the promises that are made. The unit begins by exploring children's understanding of promises, and the ingredients for a good friendship. There is also opportunity for pupils to make comparisons between different marriage ceremonies (religious or non-religious), but this should not be the focus of the unit.	KS2	6-8 hours
	Why should we care for God's world?*	to explore what Christians believe about our world, and Humanity's responsibilities for it, including the people! It is hoped that pupils will take some of the issues they feel strongly about and devise points of action that they might take. This unit is deliberately reflective.	Lower	6-8 hours
Optional Study Units: Other faiths	What does it mean to be a Jew?	to build on the aspects of Judaism previously covered by looking at the idea of being a chosen people, developing a deeper understanding of religious writings, and reflecting on what it might mean to be a Jew. It is recommended that this unit is used only <u>after</u> the compulsory unit "How can a synagogue help us to understand the Jewish faith?" has been studied.	KS2	5-6 hours
	What does it mean to be a Muslim?	to explore the key beliefs of the Muslim faith, especially concerning Allah and the Prophet Muhammad (pbuh), and the importance for Muslims of studying the Qur'an. It is especially important that pupils spend some time studying stories about Muhammad, as a way of helping them to understand the teachings of the Qur'an.	KS2	5-6 hours
	What does it mean to be a Hindu?	to investigate the religious practices of Hindus and how these influence home and family life, linking them with important Hindu beliefs. This optional study unit would link well with the unit 'What helps Hindus to worship?' Success criteria for pupils not yet working at level 3 can be found on the alternative assessment grid.	KS2	6-8 hours

	What does it mean to be a Sikh?*	to explore the key beliefs of Sikhism, in particular the concept of equality. The range of learning outcomes in this unit is very broad (L2-5), so choose the success criteria that are appropriate for the ability of the pupils you teach, and adapt the assessment grid accordingly.	KS2	6-8 hours
Pause Days	Pause Day materials (Easter or Pentecost)	'Pause Day' materials are RE days designed to enhance regular RE provision, and deepen pupils' understanding of Easter and Pentecost as Christian festivals. Please note that the Easter 'Pause Day' materials <u>must not</u> replace the Easter units specified for each year group.	whole school	flexible