

Intent and balance in the RE Scheme of Work – LKS2

By the end of the phase children will know: (Focus: Christianity, Hinduism and Judaism)

- That many religious believers show commitment to God through a variety of ways, for example, worship, celebration, pilgrimage, prayer
- That Hindus, Jews and Christians believe in one God; they do not believe all the same things about God
- That religions encourage people to follow certain rules and behave in certain ways. They help people decide what is right and wrong
- That communion and baptism are important practices for many Christians, and Christmas and Easter are important festivals because they tell the story of Jesus
- That Christians believe that Jesus, as Son of God, died and came back to life as Saviour and that this is why people still follow him today. He performed miracles in the name of God
- Sacred texts are a key source of authority for many religious believers and contain teachings that influence practices and celebrations for example, the parables, the story of Passover
- Christianity and Judaism share some of the same texts – the book Christians call the Old Testament
- The texts and stories that underpin key practices and festivals for example, Rama and Sita, the Nativity, Lent, Holy Week
- The names, stories, attributes and characters associated with important people e.g. the Hindu Trimurti, Jesus, Mary etc.
- That religious believers think that their faith makes a difference to their everyday lives for example, that prayer makes a difference

How do the units link?

Y3

U1 – Link going to church at the weekend with Y2 U6 about the Jewish Shabbat. Draw the comparison with different ways of showing commitment. This is a development of the idea of following a leader or other source of authority. Continues to explore the theme of diversity in practice first explored in KS1 (T, H/S)*

U2 –Other practices that are based on sacred texts (Divali and Christmas) and one based more on tradition (Chanukah). A development of Y1 U2 on Christmas and Harvest and Y2 U2 on the use of symbols this looks at the use of light in festivals across the three religions, focusing on the similarities and the differences. Focus on the triumph of good over ill. (T/HS & P)

U3 – Returns to the theme of commitment, bringing in rules and regulations, touched on in Y2 U6. It explores why rules are important and the impact the following them has on the lives of those who choose to do so. This can be linked to the story of Divali from Y3 U2, as that touches on duty and obedience as well. (T, H/S & P)

U4 – Develops the themes of leadership from KS1, as well as symbolism, and takes pupils deeper into the Easter story, building on from Y2 U4. It emphasises the links between Judaism and Christianity and shows how a leader/teacher can bring about change. It allows pupils to explore Jesus as saviour. (T, H/S)

U5 – This continues the theme of the authority of Jesus and the way that he taught so that people followed him. It looks at commitment from the point of view of the disciples, picking up from the Easter story the fact that while some people followed him others did not. (T, P)

U6 – Looks in more detail at the specific teachings of Jesus, largely given through parables, and begins to raise issues of truth and authenticity. It explores what Christians can learn about God from the parables. It explores the impact that religious teaching can have on lifestyle choices. It also acknowledges that texts are open to different interpretations. It builds on Y2 U5 about the way that stories can change people and asks if that is the intent of the parables. (T, H/S & P)

Y4

U1 – Drawing together story and symbol, this unit explores what Hindus learn about God from the Murtis and how beliefs about God impact on behaviour, particularly with regard to prayer and devotion. The question about learning from stories that may or may not be true can also be pursued here. Are the tales to be understood literally or symbolically? What do those tales reveal about the character of God? The variety of Murtis available indicates something of the diversity inherent in the Hindu tradition. (T, H/S)

U2 – Looks at the symbols associated with Mary, the Mother of Jesus and what these symbols reveal about a Christian understanding of her significance. Exploring her journey through the Christmas narrative makes a link to the theme of commitment running through this phase. Questions of right and wrong, good over evil and being prepared to make hard choices predominate. What does the character and experience of Mary teach Christians about God? It raises the question of whether “ordinary people” are also special. (T)

U3 – Mary showed commitment. What other ways are there to show commitment? Looking at pilgrimage here draws together elements from Y1 U6 on special places and Mary’s journey in Y4 U2. Jesus’ journey through Holy Week (Y3 U4) provides another link, if this has been studied. It asks pupils to consider whether it is the destination or the journey that counts. Making links to pilgrimage in a range of faiths will enable pupils to see the similarities in forms of worship. (T, H/S & P)

U4 – The sacrifices entailed in going on pilgrimage, provide a link to the question of giving things up for Lent. This is also a question of commitment and purpose. Opportunities to explore the way that the observance of Lent has changed over time can raise questions about whether people today show the same level of commitment as in the past. Diversity of practice within the Christian community is also an important element. (T, H/S & P)

U5 – Many places of pilgrimage are associated with miracles, so this unit asks whether the miracles attributed to Jesus, including 40 days in the desert without food or water, really happened. Having already encountered that there may be truth in fiction, pupils should be able to talk about what Christians learn from the miracles about God, even if they don’t believe they are true. (T, P)

U6 – If Jesus could do miracles because of the Holy Spirit, and Christians believe they have the Holy Spirit, can they do miracles? This unit on prayer draws together learning about the authority and power of Jesus, the commitment of the believer and the impact of these things on individuals and society. If prayer is a way of showing commitment, does it make a difference? Is prayer just humans talking to God? This is a fundamental question in preparation for Y5 U2. (H/S, P)

*T = Theology; P = Philosophy; H/S = Human Science (SIAMS Schedule strand 7 and glossary)