

Intent and balance in the RE Scheme of Work – UKS2

By the end of the phase children will know: (Focus: Christianity, Islam and/or Sikhism)

- That for many believers, scriptures (Bible, Guru Granth Sahib Ji, Qur'an) provide guidance for life, including choice of clothing, career, food and social action
- That many believers accept that their sacred texts have been communicated by God/Allah either directly or indirectly, and that this gives them authority for example, the Qur'an
- That it is through the study of the sacred texts that people meet with and know what God is like and this leads many to show commitment to their religion
- That people gather together in places of worship for teaching and service. They will know the names of places of worship and that there are differences within as well as between religions
- That most Christians believe that scripture is to be studied; it can be interpreted in different ways and still be the word of God. This leads to diverse practice within the church
- That many people believe that God speaks to them through scripture, prayer, worship and other people, especially those counted as prophets for example Prophet Muhammad and Guru Nanak
- That the death and resurrection of Jesus are central to Christianity and believed by most Christians to be true; it is through Christ that people find forgiveness and eternal life
- That Christians believe the spirit of God guides them, changes lives, and impacts in the world through individuals, prayer and miracles.
- That Islam, Sikhism and Judaism believe that God is one, indivisible and incorporeal. Christians believe that God is one, but manifested as Father, Son and Holy Spirit. This is the Trinity and is a source of much debate among Christian scholars
- That for many people religion helps them to answer questions about life and death, good and ill, right and wrong
- That many people believe there is no God. There are also many other religious groups, with a wide variety of beliefs and practices
- That there are people in many faiths who show commitment above and beyond the ordinary, often in the face of persecution or hardship. They are often called saints

How do the units link?

Y5

U1 – Having looked in Y3 and Y4 at the authority of Christian scripture, this unit looks at the origin, authority and impact of a sacred text from a different tradition. In both Sikh and Muslim tradition, scriptures have been communicated by God. This links it to Y4 U6 which looks at the practice of prayer and its impact on individuals, communities and societies. (T, H/S)*

U2 – Christians also believe that scripture has been communicated by God, and the Old Testament contains texts that are taken to reveal specific communications to humankind. The prophecies of the birth of Jesus show God's involvement in the world and support the Christian understanding of Jesus as Son of God, Saviour, the second person of the Trinity. (T, P)

U3 – For Sikhs and Muslims, the sacred texts are revered and kept in the place of worship. This is particularly true of the Sikh scriptures. How else is the place of worship used by the community? Does this help members to play a full role in their communities and help them to live out the teachings of

their scriptures? The role of the place of worship as a centre for teaching and encouraging commitment links back to the units on pilgrimage and special places. (H/S)

U4 – The ultimate commitment to a set of beliefs is to die for it. What did the death of Jesus achieve? This gets to the key teaching of Christianity and should include looking at the prophecies of the death of Jesus. This draws together questions of the authority of scripture, the nature of commitment and sacrifice and questions of truth. (T, P)

U5 – The death and resurrection of Jesus led to the giving of the Holy Spirit at the day of Pentecost. The Spirit and prayer enabled Jesus to go through with his journey to the cross. The Spirit enabled the disciples to show outstanding commitment. Christians believe that the Holy Spirit still transforms the lives of individuals today. (T, H/S)

U6 – Christians believe that one of the impacts of the Holy Spirit is to inspire people to action, particularly action that helps other people. This links to charities that seek to improve the world. Teachings from Islam and Sikhism also encourage acts of generosity and service. (T, H/S 7 P)

Y6

U1 – People who are extraordinarily generous, selfless, engaged in social action at personal cost, or able to stand firm in the face of persecution and trouble are often referred to as saints. Many of them believe that God communicates directly with them, in prayer and contemplation and that gives them particular courage. Such people are often held up as inspirational and are role models. (H/S, P)

U2 – Jesus is sometimes called a saint; in Islam he is counted as a prophet (Isa). Christians believe that although Jesus did miracles, spent time with God and showed a genuine concern for people he did this because he was and is God. This Christian view of Jesus marks him out from other saintly people. This has an impact on the way that he is revered by Christians. (T)

U3 – Saints often stand out from the crowd because of the way that they behave. People may stand out from the crowd because of the clothes they choose to wear, sometimes because of religious beliefs. Pupils will consider whether this is a worthwhile choice to make. The extent to which these choices lead to persecution or make participating in wider society draw pupils back to the issue of commitment. (H/S, P)

U4 – This unit looks at the issues of life after death and the Christian belief in the resurrection. It links to previous learning with questions about the identity of Jesus and the authority of scripture. It builds on the previous units on Easter and brings the study of the person of Jesus to a conclusion. There are links to the Y5 U5 and Y6 U1. (T, P)

U5 – This unit brings together everything pupils have learned about God, sacred text, symbolism and revelation. It gives pupils an opportunity to explore a range of different ways that people express their beliefs and seek to find answers to some of the big questions of life. (P)

U6 – Another of the big questions of life centres around creation and what people believe about the world. As in many of the other units in this phase pupils will look at what people do because of what they believe. This has therefore moved them on from looking at how people show commitment (LKS2) to how beliefs propel people into social action of some kind. (P, T)

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