

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....

...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.

ST LAWRENCE C OF E (A) JUNIOR SCHOOL - LONG TERM PLANS FOR KEY STAGE 2

Term	Year 3	Year 4
Autumn	<p>What do Christians believe God is like?</p> <p>How does the Bible reveal God's plan?</p> <p>Christmas Y3: What might Jesus think about Christmas?</p>	<p>What does it mean to be a Hindu?</p> <p>Why do Christians share communion?</p> <p>Why do Christians still pray the Lord's Prayer?</p> <p>Christmas Y4: How can artists help us to understand Christmas?</p>
Spring	<p>How did Jesus change lives?</p> <p>Easter Y3: What happened during Holy Week?</p>	<p>How have Christians changed the world?</p> <p>Easter Y4: How does Lent help Christians prepare for Easter?</p>
Summer	<p>What are important times for Jews?</p> <p>What does it mean to be a Jew?</p>	<p>How did the church begin?</p> <p>Why do Christians worship Jesus?</p>

Christianity Judaism Islam Hinduism Buddhism

Additionally, pupils will take part in **RE Pause Days** which are special whole school activity days designed to enhance regular RE provision, and deepen pupils' understanding of Christian festivals. These will take place once a term.

ST LAWRENCE C OF E (A) JUNIOR SCHOOL - LONG TERM PLANS FOR KEY STAGE 2

Term	Year 5	Year 6
Autumn	<p>What is a 'creed'?</p> <p>What is wisdom?</p> <p>WWJD? How do the beliefs of Christians influence their actions?</p>	<p>What helps Hindus to worship?</p> <p>How is God Three – and One?</p> <p>Christmas Y6: What do the Gospels say about the birth of Jesus?</p>
Spring	<p>How did Jesus' teaching challenge people?</p> <p>Easter Y5: How do we know what happened at Easter?</p>	<p>Who did Jesus say 'I AM'?</p> <p>Easter Y6: Adam, Eve, Christmas & Easter: what are the connections?</p>
Summer	<p>How do Churches help us understand Christian belief?</p> <p>How can a mosque help us to understand the Muslim faith?</p> <p>What are the pillars of Islam?</p>	<p>What is the 'Buddhist way of life'?</p> <p>What does the Bible say about friendships and relationships?</p> <p>What does the Bible say about moving on?</p>

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