











LKS2	Compulsory units: 3 per year	Concepts	Links with other learning in RE
Y3	<b>CHRISTIANITY: How can artists help us to understand what Christians believe and do?</b> <ul style="list-style-type: none"> <li>How Christians show ideas about God through art</li> <li>Crosses from around the world</li> <li>Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation)</li> </ul>	God <b>Incarnation</b>	← Christians call God 'Father' and 'creator' & also see him as being like a shepherd & a King. Christians believe Jesus is God's Son and was born as a baby. He is God <i>incarnate</i> (in human form) and is both human (like us) and divine (like God). Pupils should also know the Nativity & Easter narratives, and have explored them in simple ways, including visual imagery. → <i>The ideas in this unit may be further explored in the thematic unit 'How do people use creative ways to express their beliefs?'. The UKS2 unit 'Y6: How is God Three – and yet One?' will deepen pupils' understanding of the Trinity</i>
	<b>CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?</b> <ul style="list-style-type: none"> <li>The Bible tells the big story of God and his people – place stories &amp; concepts</li> <li>At the centre of it is Jesus</li> <li>Why might the Bible be like 'treasure'?</li> <li>Using creativity to express ideas / beliefs</li> </ul>		
Y3	<b>CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?</b> <ul style="list-style-type: none"> <li>Miracles &amp; stories about Jesus through the eyes of Peter</li> <li>'Gospel' as 'good news'</li> <li>Forgiveness &amp; restoration</li> </ul>	Gospel Kingdom	← Both Y1: What do Christians learn from stories of Jesus? & Y2: Why do Christians call Jesus 'Saviour'? explore key events from the life of Jesus & what Christians believe about them Who the disciples were. The Big Story of the Bible and how people rejected God. God sent Jesus to bring him back into relationship with him (salvation) → <i>LKS2 thematic unit 'What is the Golden Rule and why do so many people follow it?' should refer to how a belief in forgiveness and repairing relationships links to treating others as you wish to be treated. UKS2 Y6: What do Christians believe about the Messiah – and why is it good news? further explores the concept of 'Gospel' &amp; Y6: What difference does it make to belong to God's Kingdom? builds on the Kingdom concept</i>
	<b>CHRISTIANITY: What did God promise to his people?</b> <ul style="list-style-type: none"> <li>Covenants and stories from OT, including creation</li> <li>What impact do God's promises have on Christians, the things they promise and their subsequent actions?</li> </ul>		
Y4	<b>CHRISTIANITY: What did Jesus say about God's kingdom &amp; why is it 'good news'?</b> <ul style="list-style-type: none"> <li>'Kingdom' as God's rule on earth &amp; in heaven</li> <li>Jesus' teaching about God's Kingdom in the Sermon on the Mount &amp; the Great Commandment</li> <li>Christians living as citizens of God's Kingdom</li> </ul>	Gospel Kingdom	← Some of Jesus' actions including healings Some of Jesus' teachings about how people should live The 'Good News' of the Gospel as seen in the lives of people Jesus met and changed → <i>The UKS2 units 'Y5: How did the Church begin and where is it now?' and 'Y6: For Christians, what difference does it make to belong to God's Kingdom?' pick up on elements of the establishing of God's Kingdom through the Church and also considers how the Church is a worldwide community, which explains representations of cultural &amp; theological diversity in the lived experiences of Christians today. The thematic unit 'What is the Golden Rule and why do so many people live by it?' draws on the Greatest Commandment from this unit</i>
	<b>CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?</b> <ul style="list-style-type: none"> <li>Communion as a sacrament to 'remember'</li> <li>Passover &amp; new covenant (&amp; Easter)</li> <li>Communion symbolism across the world</li> </ul>		

← In order to access the learning in this unit, pupils should have learnt about....

→ Where will pupils' learning go from here?....

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
LKS2	Compulsory units: 2 per year	Concepts	Links with other learning in RE
LKS2	<p><b>JUDAISM: What are important times for Jewish people?</b></p> <ul style="list-style-type: none"> <li>Importance of 'remembering' in Judaism</li> <li>Key festivals: Passover, Yom Kippur &amp; Sukkot, links to stories &amp; practices</li> <li>Bar/Bat Mitzvah as commitment (covenant) to keep mitzvot &amp; ketubah as marriage promises</li> </ul>	<p>mitzvot Covenant Shabbat 'shalom'</p>	<p>← The Torah as a special holy book for Jews and to make connections between the Torah and the part of the Bible that Christians call the 'Old Testament'. Why rest might be important and the importance for Jewish families of Shabbat as a time set apart from the rest of the week. (It is also the 4th of the Ten Commandments.)</p> <p>→ <i>Whilst this unit is a Judaism unit, it should be taught before the Y4 communion unit in order to help pupils understand what Jesus was doing in the Last Supper. The concept of covenant for Jewish people will be an essential element of the LKS2 thematic unit 'Why do people make promises?' and also reflected in 'Are words more important than actions?' through the idea of re-enacting as a part of remembering in Jewish festivals. Pupils will study in UKS2 what it means for Jewish people to be part of a synagogue community, so building on their understanding of how a community gains identity from covenants, practices and festivals.</i></p>
LKS2	<p><b>ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</b></p> <ul style="list-style-type: none"> <li>Prayer (salah) shows submission to Allah</li> <li>Ummah as an equal community of believers</li> <li>Qur'an as final revelation &amp; guide for living</li> </ul>	<p>Tawhid – Allah is One Ummah Salah submission</p>	<p>← That Allah is an Arabic term for God and most Muslims believe in the oneness of God. Many Muslims may pray in a mosque as a place of worship. That following the Qur'an, and the teachings of the Prophet Muhammad (pbuh) are important to Muslims</p> <p>→ <i>The ideas &amp; words from the Qur'an explored in this unit will be followed up in many of the LKS2 thematic units. In the UKS2 Islam unit, pupils will investigate the 5 pillars of Islam which help most Muslims to live a good life and ideas about the two angels, which are said to sit on either shoulder of a Muslim person- one recording the good deeds done by the person and one recording the bad deeds.</i></p>
LKS2	<p><b>SIKHI: What do Sikh people value?</b></p> <ul style="list-style-type: none"> <li>Duties of Sikhs to pray, work and give</li> <li>Equality is important to Sikhs &amp; is expressed in langar &amp; Sikh community</li> <li>Gurus as teachers &amp; leaders</li> </ul>	<p>Equality 'Pray, Work, Give' Moksha Five Ks Guru</p>	<p>← Equality and justice are important ideas within Christianity, Judaism &amp; Islam Jesus taught that it is important to love God and love others in the Great Commandment Pupils may have explored ideas about leaders and followers in the KSI thematic unit 'What makes a good leader?' Pupils may have explored the idea of how Sikhs give to the langar in the KSI thematic unit 'Is it better to give or to receive?'</p> <p>→ <i>The concept of equality will be extended in the thematic unit 'How do people try to make the world a better place?' or 'What is the Golden Rule?' and built on further in UKS2 in units that focus on what it means to live a good life. The important Sikhi concept of the cycle of Samsara is also explored as a concept in the Hindu Dharma &amp; Buddhism units</i></p>
LKS2	<p><b>HUMANISM: How do non-religious people celebrate new life?</b></p> <ul style="list-style-type: none"> <li>Celebrating new life is important to religious &amp; non-religious people</li> <li>We have one life to live &amp; it's worth celebrating</li> <li>Key principles of Humanism through baby welcoming ceremonies</li> <li>The importance of the freedom to choose how to live and what to believe</li> </ul>	<p>Science Reason Empathy</p>	<p>← Why Church is important to Christians and what might happen there e.g. baptism/christening Important times for Jews (Bar/Bat Mitzvah) How a range of religions (Christianity, Judaism, and Islam) share a belief in God as creator Thematic units across KSI should have introduced children to the idea that not all people follow a religion or believe in a God, or believe the same things about how the world began</p> <p>→ <i>Developing comparative skills when looking at non-religious and religious views in thematic units. Christians welcoming people to the community of faith (&amp; Kingdom of God) through baptism Comparisons when looking at a wider range other religions in UKS2; Sikhism, Hinduism, Buddhism. Pupils will develop their knowledge and understanding of Humanism further in most of the thematic units, but especially 'What is the Golden Rule and why do so many people follow it?' Pupils will also develop cross curricular learning links when pupils look at Science - Evolution and Inheritance in UKS2 and beginning to consider how humans came to be and the part that Science and Evidence might play in that.</i></p>

LKS2	Thematic units: choose 1 per year	Links with other learning in RE	
	<p>The thematic units are designed to help secure deeper connections in pupils' learning across the year, through the development of the <b>Golden Threads</b>: the concepts of <b>God, Community and Identity</b>. <b>Where units are placed by schools in their long term plan will impact on the connections that are possible, so it's essential to plan thematic choices carefully. Whilst units may draw on learning from your wider curriculum, you must ensure that the focus remains on RE, and include a balance of religious and non-religious perspectives.</b></p> <p>The <b>Golden Threads</b> are a key feature of the thematic units as they help to ensure that pupils' learning is multi-disciplinary, and contains an age-appropriate balance of <b>Theological, Sociological and Philosophical</b> questions and approaches.</p>  <p>The thematic units contain a balance of material to consolidate learning, with new learning that builds on this, and so create ideal opportunities to gather evidence of pupils' progress. Schools can also decide to include content that relates to their own setting e.g. if you have Buddhist / Humanist pupils in your school, then the thematic units you choose could include material that helps pupils to understand Buddhism / Humanism.</p>		
LKS2	<p><b>Why do people make promises?</b></p> <ul style="list-style-type: none"> <li>How people demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc.</li> <li>Draw on material across religions &amp; beliefs studied</li> </ul>	 	<p><b>This unit will explore how promises form a part of different rites of passage e.g. baby welcoming / marriage and should ideally build pupils' abilities to make comparisons across &amp; within religions and beliefs. This unit could draw on learning from:</b></p> <ul style="list-style-type: none"> <li>Y4: What did God promise to his people?</li> <li>JUDAISM: What are important times for Jewish people?</li> <li>HUMANISM: How do non-religious people celebrate new life?</li> <li>SIKHI: What do Sikh people value?</li> <li>Y4: For Christians, is communion a celebration or an act of remembrance?</li> </ul>
LKS2	<p><b>What is the 'Golden Rule' and why do so many people live by it?</b></p> <ul style="list-style-type: none"> <li>We share a common need to be treated well in order to live together peacefully.</li> <li>The 'golden rule' is shared across religions &amp; beliefs &amp; how this impacts on ways of living</li> </ul>	 	<p><b>This unit will explore why the teaching known as the 'golden rule' might be common to so many religions, and important to non-religious people as well. It is important that pupils see the connections between the different 'versions' of the Golden Rule, but also acknowledge that for non-religious people, the Golden Rule came not from God, but from our common need to be treated well in order to live together peacefully. This unit could draw on learning from:</b></p> <ul style="list-style-type: none"> <li>Y3: What's the Bible's 'big story' – and why is it like treasure for Christians?</li> <li>Y4: What did Jesus say about God's Kingdom – and why is it 'good news'?</li> <li>ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</li> <li>SIKHI: What do Sikh people value?</li> <li>HUMANISM: How do non-religious people celebrate new life?</li> </ul>
LKS2	<p><b>How do people use creative ways to express their beliefs?</b></p> <ul style="list-style-type: none"> <li>People from different traditions express themselves through the arts in different ways &amp; why this is</li> <li>Some ideas and beliefs are easier to express through the arts / symbolism</li> </ul>	 	<p><b>This unit will explore some different ways in which people use their creativity to express the things that they believe. Throughout this unit children could focus on one or more of the Arts e.g. art (including sculpture), photography, poetry, music or dance. This unit could draw on learning from:</b></p> <ul style="list-style-type: none"> <li>Y3: How can artists help us to understand what Christians believe?</li> <li>Y3: What's the Bible's 'big story' – and why is it like treasure for Christians?</li> <li>ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</li> <li>HUMANISM: How do non-religious people celebrate new life?</li> </ul>
LKS2	<p><b>Are words more important than actions?</b></p> <ul style="list-style-type: none"> <li>Consider key teachings from religions / beliefs studied – is it more important to believe words or live them?</li> <li>Which words / actions do you live by?</li> </ul>	 	<p><b>This unit will explore the connections between what people say and what they do, considering key teachings from different religions and beliefs and evaluating whether a belief in something requires an impact on peoples' lived experience. This unit could draw on learning from:</b></p> <ul style="list-style-type: none"> <li>Y3: How did Jesus change lives – and how is it 'good news'?</li> <li>Y3: What's the Bible's 'big story' – and why is it like treasure for Christians?</li> <li>Y4: What did God promise to his people?</li> <li>Y4: What did Jesus say about God's Kingdom and why was it 'good news'?</li> <li>Y4: For Christians, is communion a celebration or an act of remembrance?</li> <li>ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</li> </ul>

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			<ul style="list-style-type: none"> <li>JUDAISM: What are important times for Jewish people?</li> <li>HUMANISM: How do non-religious people celebrate new life?</li> </ul>
LKS2	<b>How do people try to make the world a fairer place?</b>	 	<p><b>This unit will explore how many different communities try to bring justice where they see unfairness around them. This would be an ideal unit to help pupils to explore what this might look like for you in your own school community. This unit could draw on learning from:</b></p> <ul style="list-style-type: none"> <li>Y3: How did Jesus change lives – and how is it ‘good news’?</li> <li>Y4: What did God promise to his people?</li> <li>Y4: What did Jesus say about God’s Kingdom and why was it ‘good news’?</li> <li>JUDAISM: What are important times for Jews?</li> <li>ISLAM: How does ‘ibadah’ (worship) show what’s important to Muslims?</li> <li>SIKHI: What do Sikh people value?</li> <li>HUMANISM: How do non-religious people celebrate new life?</li> </ul>
	<ul style="list-style-type: none"> <li>There are situations of social and economic unfairness in the world</li> <li>Many religions and belief systems teach it is important to share and give to those who are in need &amp; care for the environment</li> <li>Focus on Mitzvah Day in Judaism as a way of bringing about tzedek (justice) or Tikkun Olam (restoration)</li> <li>How can <b>we</b> make a difference?</li> </ul>		