

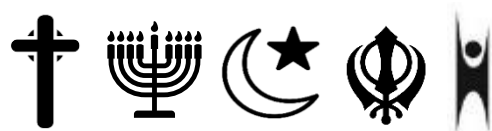
**SACRE RE Competition WINNER Malik, Y3 Bushy Hill Junior School**  
*'This is a 3-D net to show how all the faiths fit together as part of our world.'*

## LOWER KEY STAGE TWO

## In LKS2, there are....

### 10 Compulsory units

introducing / revisiting key concepts



2 thematic units from a selection to be planned for the 2<sup>nd</sup> half of the Summer term, drawing together 'golden threads' across learning

Select an appropriate range of beliefs, including non-religious perspectives and Christianity

**That means.... 5 Compulsory units + 1 thematic unit for Y3, and 5 Compulsory units + 1 thematic unit for Y4**

The balance of units across each key stage ensures that schools meet statutory requirements in terms of substantive content and allocate enough time to deliver high quality RE for all pupils. The thematic units are designed to draw together key ideas that are present in other units across the phase, consolidating prior knowledge & helping pupils to make links, whilst introducing new material from religions or beliefs represented in their school community or not previously studied. Each unit will contain some suggestions to help schools to plan and give a guide as to the appropriate balance of the content. These units also create opportunities for assessing pupils' progress. **Across all key stages, we recommend that pupils' own 'lived experience' is appropriately included in RE discussions, which inevitably means that this will reflect a range of beliefs and ideas, encompassing both non-religious and religious worldviews. Teachers should ensure that all perspectives are valued and that the RE curriculum for LKS2 is inclusive of all.** This approach will be modelled through the **non-statutory support materials**.

Outlined in this section of the syllabus are some detailed overviews to indicate suggested prior and future learning, which should be used to help schools to plan their curriculum and make decisions about placing units so that they build pupils' schemata:

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

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

Each individual unit of work (pages 66-80) outlines **statutory content** that must be covered. This includes 'sticky knowledge' (the substantive content), six key questions to help shape the learning in the unit in multi-disciplinary ways, and guidance about expected outcomes. This may need to be adjusted as teachers plan, to account for pupils' differing abilities.

Each unit also comes with **non-statutory support materials** which provides a sequence of learning, ideas for lessons & links to some suggested resources. These are [hyperlinked](#) from each of the individual units in this section.



## Building your long term plan for LKS2 using the overview



Start by choosing **one thematic unit** for the 2<sup>nd</sup> half of the Summer term for each year group



Ensure that your choice has links with the **compulsory content** for that year group, covering **Christianity, Judaism, Islam, Sikhi and Humanism**.

In order to ensure a balance across religions and beliefs, there must be some **Christianity content** linked to each thematic unit.











Using your long term plan, you should be able to teach your chosen sequence of units of work, enabling pupils to make links across their learning, develop and deepen their knowledge and explore different worldviews through the **Golden Threads** of **God** (theology), **Community** (sociology) and **Identity** (philosophy).

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>	God Incarnation	←	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>
	<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>		→	
Y3	<b>CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?</b>	Creation Free will / Fall Covenant People Incarnation Salvation Gospel Kingdom	←	The Bible is the special book for Christians The story of Creation (how God made the world) and how it is at the very beginning of the Bible The stories of Christmas and Easter from the New Testament (Gospels) That Jesus is God 'in human form' (incarnate) & is called 'Saviour' by Christians <i>This is a pivotal unit as it creates the big schema across all the theological concepts into which many other units will be linked. There is also opportunity to pick up some of the creative responses used in this unit in the thematic unit 'How do people use creative ways to express their beliefs?' Pupils will revisit what Jesus called the Greatest Commandment in the LKS2 thematic unit 'What is the Golden Rule and why do so many people live by it?'</i>
	<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>	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 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.</i>
	<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>		→	<i>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>
Y4	<b>CHRISTIANITY: What did God promise to his people?</b>	God Creation Covenant People	←	A promise is an agreement between two people that shows a commitment to each other Pupils may have explored the concept of covenant if they have already studied the LKS2 Judaism unit before this one. This will also build on understanding developed in the Y3 unit 'What's the Bible's 'big story'?' God's nature is to give to his people and care for them <i>The concept of covenant is a key element of the thematic unit 'Why do people make promises?' 'How do people try to make the world a fairer place?' and 'Are words more important than actions? It will also be built upon in UKS2 in the units 'Y6: What do Christians believe about the Messiah?' &amp; 'Y6: For Christians, what difference does it make to belong to God's Kingdom?'</i>
	<ul style="list-style-type: none"> <li>Covenants and stories from the Bible, 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>	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>
	<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>		→	
Y4	<b>CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?</b>	Salvation	←	<b>NB teach this unit after LKS2 Judaism unit</b> (which includes the Passover meal and what it commemorates) Stories about Jesus' death and resurrection & how these are remembered at Easter The 'Church' is a global community of believers 'Y1: What is the 'Nativity' and why is it important to Christians?' & 'Y3: How can artists help us understand what Christians believe?'
	<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>		→	<i>The establishing of the sacrament of communion as a Christian practice, at the centre of Christian worship, is essential to developing pupils' understanding most of the UKS2 Christianity units.</i>

LKS2	Compulsory units: 2 per year	Concepts	Links with other learning in RE	
LKS2	<b>JUDAISM: What are important times for Jewish people?</b>	<i>mitzvot</i> <i>Covenant</i> <i>Shabbat</i> <i>Shalom</i>	←	<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' and portions of the Qur'an.</p> <p>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>
	<ul style="list-style-type: none"> <li>Importance of 'remembering' in Judaism</li> <li>Key 'foot' festivals: Passover &amp; Sukkot, links to stories &amp; practices</li> <li>Bar/Bat Mitzvah as commitment (covenant) to keep mitzvot &amp; ketubah as marriage promises</li> <li>Celebrating Shabbat for different Jewish people</li> </ul>		→	<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	<b>ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</b>	<i>Tawhid –</i> <i>Allah is One</i> <i>Ummah</i> <i>Salah</i> <i>submission</i>	←	<p>That Allah is an Arabic term for God</p> <p>Muslims believe in the oneness of God.</p> <p>Many Muslims may pray in a mosque as a place of worship.</p> <p>That following the Qur'an, and the teachings of the Prophet Muhammad (pbuh) are important to Muslims</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><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	<b>SIKHI: What do Sikhs value?</b>	<i>Equality</i> <i>'Pray, Work, Give'</i> <i>Moksha</i> <i>Five Ks</i> <i>Guru</i>	←	<p>Equality and justice are important ideas within Christianity, Judaism &amp; Islam</p> <p>Jesus taught that it is important to love God and love others in the Great Commandment</p> <p>Pupils may have explored ideas about leaders and followers in the KS1 thematic unit 'What makes a good leader?'</p> <p>Pupils may have explored the idea of how Sikhs give to the langar in the KS1 thematic unit 'Is it better to give or to receive?'</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><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	<b>HUMANISM: How do non-religious people celebrate new life?</b>	<i>Science</i> <i>Reason</i> <i>Empathy</i>	←	<p>Why Church is important to Christians and what might happen there e.g. baptism/christening</p> <p>Important times for Jews (Bar/Bat Mitzvah)</p> <p>How a range of religions (Christianity, Judaism, and Islam) share a belief in God as creator</p> <p>Thematic units across KS1 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>
	<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><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, Hindu Dharma, 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</b>, <b>Community</b> and <b>Identity</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.</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</b>, <b>Sociological</b> and <b>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	<b>Why do people make promises?</b> <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>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:</p> <ul style="list-style-type: none"> <li>Y4 CHRISTIANITY: What did God promise to his people?</li> <li>LKS2 JUDAISM: What are important times for Jewish people?</li> <li>LKS2 HUMANISM: How do non-religious people celebrate new life?</li> <li>LKS2 SIKHI: What do Sikh people value?</li> <li>Y4 CHRISTIANITY: For Christians, is communion a celebration or an act of remembrance?</li> </ul>
LKS2	<b>What is the 'Golden Rule' and why do so many people live by it?</b> <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>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:</p> <ul style="list-style-type: none"> <li>Y3 CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?</li> <li>Y4 CHRISTIANITY: What did Jesus say about God's Kingdom – and why is it 'good news'?</li> <li>LKS2 ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</li> <li>LKS2 SIKHI: What do Sikhs value?</li> <li>LKS2 HUMANISM: How do non-religious people celebrate new life?</li> </ul>
LKS2	<b>How do people use creative ways to express their beliefs?</b> <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>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:</p> <ul style="list-style-type: none"> <li>Y3 CHRISTIANITY: How can artists help us to understand what Christians believe?</li> <li>Y3 CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?</li> <li>LKS2 ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</li> <li>LKS2 HUMANISM: How do non-religious people celebrate new life?</li> </ul>
LKS2	<b>Are words more important than actions?</b> <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>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:</p> <ul style="list-style-type: none"> <li>Y3 CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?</li> <li>Y3 CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?</li> <li>Y4 CHRISTIANITY: What did God promise to his people?</li> <li>Y4 CHRISTIANITY: What did Jesus say about God's Kingdom and why was it 'good news'?</li> <li>Y4 CHRISTIANITY: For Christians, is communion a celebration or an act of remembrance?</li> </ul>

			<ul style="list-style-type: none"> <li>• ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</li> <li>• JUDAISM: What are important times for Jewish people?</li> <li>• HUMANISM: How do non-religious people celebrate new life?</li> </ul>
LKS2	<p><b>How do people try to make the world a fairer place?</b></p> <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 or make a difference in the world</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>	 	<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 CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?</li> <li>• Y4 CHRISTIANITY: What did God promise to his people?</li> <li>• Y4 CHRISTIANITY: 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>



## Building on prior learning from KS1\*

(\*please see KS1 section for more information)

In KS1, pupils will have explored religion and worldviews through encountering the practices, artefacts, stories and beliefs of some Christian, Jewish and Muslim people, as well as developing an understanding that other people might call themselves 'non-religious'. It is hoped that through the KS1 units of work, pupils will have gained these insights through a rich range of resources such as art & music, and by meeting people from different faith & belief communities through carefully planned visits, or by having visitors in to school. The LKS2 units of work build on these experiences. Please refer to the KS1 section of the syllabus for further information and curriculum overviews.

**During Lower Key Stage 2, pupils will:**



extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and be introduced to the importance of equality to Sikhs, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. They will also make connections across their learning in the thematic units and deepen their understanding of concepts within and across religions / beliefs.



be encouraged to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it. They will also continue to develop important subject-specific and cross-curricular skills.



As well as the **statutory content**, each unit of work in the syllabus also contains elements to help teachers to deliver RE in a way that ensures a balance of multi-disciplinary approaches. This is achieved through the use of **key questions** to help shape the learning and indications of **expected outcomes** for the unit of work. These may need adjusting to suit the ages and abilities of your pupils.

Through their learning experiences in LKS2, pupils will develop their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and be encouraged to:

- build on their understanding of some core concepts & beliefs about God for Christian, Jewish and Muslim people, and explore those of Sikhi & non-religious people;
- explore a variety of sacred texts and other sources and consider their meanings and impact;
- extend their range and use of subject specific vocabulary;
- make connections between aspects of worldviews, religion and belief and consider how people express these in everyday life;
- recognise diversity in religions & beliefs, and consider the impact of this on people's lived experience;
- understand the importance of asking questions and encountering different viewpoints;
- reflect on their own 'personal knowledge' and that of others in the light of their learning;
- develop an understanding of what might influence and shape a person's worldview, attitude, or behaviour, including their own.

