



NATRE Spirited Arts 2022 WINNER Year 6 (11-12) *'Nature is the Art of God'*
Made from recycled materials

UPPER KEY STAGE TWO

In UKS2, there are....

10 Compulsory units

introducing / revisiting key concepts



2 thematic units from a selection

to be planned for the 2nd 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 Y5, and 5 Compulsory units + 1 thematic unit for Y6

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 UKS2 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 88-103) 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 UKS2 using the overview



Start by choosing **one thematic unit** for the 2nd 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, Buddhism and/or Hindu (Sanatan) Dharma**. 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).

UKS2	Compulsory units: 3 per year	Concepts	Links with other learning in RE	
Y5	CHRISTIANITY: What do Christians believe about creation?	Creation Free will	←	People believe different things about how the world began The creation narrative is shared by Christians, Muslims and Jews The Christian 'big story' (meta-narrative) begins with creation <i>As Christian views about creation differ, this is an important unit to help pupils to understand diversity within a faith community and where those beliefs come from, which is an essential skill for pupils to build on through all units in UKS2 and beyond, to KS3. This unit is especially relevant to the UKS2 thematic unit 'How did it all begin?' and the Y6 unit 'Who am I and where do I belong?'</i>
	<ul style="list-style-type: none"> Link with Science curriculum: creation / evolution theories Humanity has choices – 'free will' All of creation is affected by 'the fall' One day there will be a new creation 		→	
Y5	CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?	Creation Free will / Fall Covenant People Incarnation Gospel Salvation Kingdom	←	The Bible tells the 'big story' of salvation, with the story of Jesus' birth, death & resurrection at the centre. Previous salvation units will all have referenced the concept of 'rescue' Gospel means 'good news': Jesus' life, death and resurrection are all a part of this good news <i>This is another pivotal unit as it creates the big schema across all the theological concepts into which many other units are linked,</i> <i>This is an important unit to help pupils understand Christian views about life now – and life after death – so it will link well into the thematic units 'What does it mean to live a good life?' or 'Is life a journey?'</i>
	<ul style="list-style-type: none"> God's 'Big Story' – the rescue plan Stories of salvation across OT & NT 'Salvation' in the Easter story Creative expressions of salvation 		→	
Y5	CHRISTIANITY: How did the Church begin, and where is it now?	Kingdom Gospel	←	What the Kingdom of God is and how it is ruled Jesus' teachings on how his followers should live That 'Church / church' is both the community of believers and the building that Christians worship in That the Church is a worldwide community of believers <i>This unit will be built upon in Y6 'For Christians, what difference does it make to belong to God's Kingdom?' and also in the unit exploring God as Trinity, Three and yet One. It is especially important to revisit the global dimensions of Christianity in these units.</i>
	<ul style="list-style-type: none"> Birth of the Church at Pentecost God calls the Church to do God's work in the world and be 'good news' Baptism, worship & service are signs of membership 		→	
Y6	CHRISTIANITY: How is God Three – and yet One?	God Trinity Incarnation	←	That Christians believe Jesus is God's Son, God <i>incarnate</i> (in human form) and the Saviour / Messiah Christians experience God as Father, King, Creator, shepherd: these aspects relate to his character The Holy Spirit is God active in the lives of Christians <i>This unit links very well with the Y6 Kingdom unit, exploring what it means for Christians to allow God's Holy Spirit to work in and through them as they live in God's Kingdom. The concept of God being Three – and One – is an interesting comparison when pupils learn about the Trimurti in the Hindu Dharma unit, but also as a contrast to Jewish and Muslim beliefs about God being one and without equal</i>
	<ul style="list-style-type: none"> Holy Spirit is God at work in the world Holy Spirit in relationship with Father & Son Trinity in baptism of Jesus, creation & Christians' experience How does this idea compare with other religions' beliefs? 		→	
Y6	CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?	Incarnation Salvation Covenant People	←	That God made covenants (promises) with his people throughout the Old Testament That Jesus' birth, life, death and resurrection are at the very centre of the Christian 'big story' (meta-narrative) That incarnation and salvation are core concepts within Christianity <i>This unit will be built on in 'Y6: For Christians, what difference does it make to belong to God's Kingdom?' as it explores the impact of beliefs about Jesus as Messiah on how Christians live their lives. It is also revisited in many of the thematic units for UKS2</i>
	<ul style="list-style-type: none"> Jesus as fulfilment of OT prophecies in his birth, life and death Link with story of Simeon in the temple What Jesus said about himself Links to 'I AM' statements in John's Gospel 		→	
Y6	CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?	Incarnation Kingdom	←	God's Kingdom was inaugurated by Jesus and he taught his followers what should be important to citizens who belong there, through parables & other teachings e.g. the Sermon on the Mount Serving others and treating them fairly is important in God's Kingdom The Holy Spirit is God active in the lives of Christians, at work across the world <i>This is also an important unit to help pupils understand Christian views about life now – and life after death – so it will link well into the thematic unit 'What does it mean to live a good life?' or 'Is life a journey?' as both these units explore different religious and non-religious perspectives on life and the afterlife</i>
	<ul style="list-style-type: none"> Command to 'act justly, love mercy, walk humbly' What difference does the Holy Spirit make? Lord's Prayer – on earth/ in heaven Christians' beliefs about life after death 		→	

UKS2	Compulsory units: 2 per year	Concepts	Links with other learning in RE	
UKS2	JUDAISM: What does it mean to be part of a synagogue community?	Shema Torah mitzvot Tzedek (Justice)	←	That most communities have rules to help life to be fair for everyone That teachings in sacred texts help believers know how to live as part of a community That places of worship are a focus for many different activities Symbolism as a way of expressing meaning
	<ul style="list-style-type: none"> Centrality of Torah to worship (e.g. <i>shema</i>) Impact of commitment to justice / living according to mitzvot in the Torah / remembering (Yom Kippur) Synagogue: place of learning, worship & gathering 		→	<i>The thematic units 'What does it mean to live a 'good' life?' and 'Should we forgive and forget?' both build on the understanding developed in this unit of the role of teachings / mitzvot in creating a community that is fair</i>
UKS2	ISLAM: What helps Muslims to live a good life?	Shahadah Salah Sawm Zakah Hajj hadith	←	'Allah' is an Arabic term for God Muslims believe in the oneness of God. Many Muslims may pray in a mosque as a place of worship. Worship shows what is important to Muslims. The Qur'an is Allah's final revelation to humanity & was revealed to the Prophet Muhammad (pbuh) in Arabic. Following the guidance from the Qur'an is of high importance. Reading the Qur'an is an act of worship as well as a source of guidance: it should be read in the original Arabic.
	<ul style="list-style-type: none"> Five pillars as duties for living a good life Fasting and celebrating contribute to a good life Hadith & sunnah as guidance to follow 		→	<i>This learning in this unit will be revisited as part of several UKS2 thematic units, especially 'What does it mean to live a good life?'</i>
UKS2	HINDU (SANATANA) DHARMA: What helps Hindus (Santanis) to worship?	'Sanatana Dharma' Brahman (tri)murti Puja Arti avatar	←	How believers worship in other religions God as Trinity in Christianity & other ideas about what 'God' is like Pupils may already have explored some key Hindu ideas in 'Why should Hindus live a good life?'
	<ul style="list-style-type: none"> 'Sanatana Dharma' as a way of life for Hindus (Sanatanis) Brahman present in all things & represented in many forms esp. Trimurti Key deities and avatars of Sanatana Dharma (Hinduism) and their place in Hindu worship 		→	<i>The learning in this unit will be revisited as part of the thematic units 'What does it mean to live a good life?' and 'Is life a journey?' Pupils will also explore Buddhism as a way of life in 'What is the 'Buddhist way of life?'</i>
UKS2	HINDU (SANATANA) DHARMA: Why should Hindus live a good life?	'Sanatana Dharma' Samsara Karma Moksha	←	Living a good life means different things to different people That religions often express beliefs about life after death That there may be rewards in this life and/or the next for living a 'good' life Pupils may already have explored some key Hindu ideas in 'What helps Hindus to worship?'
	<ul style="list-style-type: none"> Cycle of samsara & impact of karma Moksha as release from cycle of samsara Importance of 4 dharma (duties) & artha (honest living) in achieving a good life 		→	<i>The ideas explored in this unit will be revisited as part of the thematic units 'What does it mean to live a good life?' and 'Is life a journey?' Pupils will also explore ideas about the cycle of samsara in the Buddhism unit.</i>
Y6	BUDDHISM: What is the 'Buddhist way of life'?	'Buddha' Samsara Karma Nirvana	←	It is recommended that pupils explore a Hindu (Sanatana) Dharma unit before this unit to consider connections and similarities. NB If this unit is not taught in Y6, key elements from it should be included in the UKS2 thematic units. That religions have teachings to help believers know how to live That worship is usually focused on a deity or higher power
	<ul style="list-style-type: none"> Story of Buddha's enlightenment Buddhists follow dhamma (teachings) to avoid bad karma & escape cycle of samsara Eightfold Path as the way to enlightenment esp. meditation 		→	<i>This unit is especially relevant to the thematic units 'What does it mean to live a good life?' 'Should we forgive and forget?' and 'Is life a journey?'</i>

UKS2	Thematic units: choose 1per 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 Golden Threads: the concepts of God, Community and Identity. 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 Golden Threads 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 Theological, Sociological and Philosophical 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. In UKS2, you must ensure that Buddhism is included in the thematic units if it was not selected as a compulsory unit of work for Y6.</p>		
UKS2	<p>How did all begin?</p> <ul style="list-style-type: none"> What are the different beliefs about what happened? Are there common threads across religions? Can you believe in both God and science? Is it important to know how the world began? 	 <p>This unit will investigate the ways in which people from religious and non-religious perspectives try to answer the question of how the world began – and evaluate whether pupils think it's possible to know for sure. This unit could draw on learning from:</p> <ul style="list-style-type: none"> Y5 CHRISTIANITY: What do Christians believe about creation? Y5 Science curriculum UKS2 HINDU (SANATANA) DHARMA: What helps Hindus to worship?
UKS2	<p>Is life a journey?</p> <ul style="list-style-type: none"> Milestones – personal / others How do we overcome hurdles on a journey? How do people decide which way to go? Is a journey better shared? <i>How is a pilgrimage different to a journey?</i> Plan a personal pilgrimage 	 <p>This unit will investigate how the journey of life is marked by milestones and choices and that pupils' beliefs, actions, and important people in their lives will influence the direction that this journey will take. It could also consider the concept of pilgrimage as a special kind of journey. During this unit pupils will explore their own life journey, in comparison to that of others, reflect on difficulties that may arise and where to look for support. They will consider the role of belief in choices that are made, including beliefs about life after death. This unit could draw on learning from:</p> <ul style="list-style-type: none"> Y5 CHRISTIANITY: Why is the idea of rescue so important to Christians? Y6 CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom? Y6 CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news? UKS2 ISLAM: What helps Muslims to live a good life? UKS2 HINDU (SANATANA) DHARMA: Why should Hindus (Sanatanis) live a good life? BUDDHISM Y6: What is the 'Buddhist way of life'?
UKS2	<p>What does it mean to live a good life?</p> <ul style="list-style-type: none"> How do different people answer this question? Does collaborating make life better? What might the consequences of not living a good life be? Impact of good life on world, global / local community & self-identity 	 <p>This unit explores how different communities might answer this question and also helps pupils to consider views about any relationships between this life and what might lie beyond it from the point of view of religious and non-religious people. This unit could draw on learning from:</p> <ul style="list-style-type: none"> Y5: How did the Church begin and where is it now? Y6: For Christians, what difference does it make to belong to God's Kingdom? JUDAISM: What does it mean to be part of a synagogue community? ISLAM: What helps Muslims to live a good life? HINDU (SANATANA) DHARMA: Why should Hindus (Sanatanis) live a good life? BUDDHISM Y6: What is the 'Buddhist way of life'?

UKS2	What can be done to reduce racism? Can RE help? (NATRE materials)	 	<p>This unit is based on materials written by NATRE exploring the place of good learning in RE in helping to challenge racism and prejudice and promote justice and equality. The project on which these resources are based recognises that racism is dangerous and unjust, and seeks to give teachers resources for prejudice reduction that are also good RE. Pupils will also be encouraged to express their own visions for justice and equality.</p> <p>This unit could draw on learning, resources and approaches across the whole key stage.</p>
	<ul style="list-style-type: none"> What do we mean by 'racism'? What can we learn from two statues in Bristol? How can the Silver & Golden Rules challenge racism? Can good RE promote justice & equality for all? 		
Y6	Who am I and where do I belong?	 	<p>This unit comes full circle to a question that we asked in EYFS, and gives pupils in Y6 the opportunity to reflect on how the communities they have studied in RE might answer this question. It also gives pupils opportunity to consider their own personal knowledge, and the beliefs that they hold, which might help them to make the move into their next school.</p> <p>This unit could draw on learning across the whole Primary phase and also reflect the values that have been a part of pupils' time in your school.</p>
	<ul style="list-style-type: none"> How do communities gain a sense of personal identity through the things they believe? Apostles' Creed (Christianity), Shema (Judaism) & Shahadah (Islam) as statements of belief What are the things that I believe – and where have my ideas come from? How might these ideas help me as I move into Y7? 		



Building on prior learning from Lower Key Stage 2*

**please see LKS2 section for more information*

In LKS2, pupils should have extended their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and been 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 have made connections across their learning in thematic units, deepened their understanding of concepts within and across religions / beliefs & begun to explore their own personal worldview and the things that may have influenced it. Please refer to the LKS2 section of the syllabus for further information and curriculum overviews.

During Upper Key Stage 2, pupils will:



further develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and be introduced to Hindu (Sanatana) Dharma and Buddhism. As learning develops across this phase, pupils will increasingly become aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation stories.



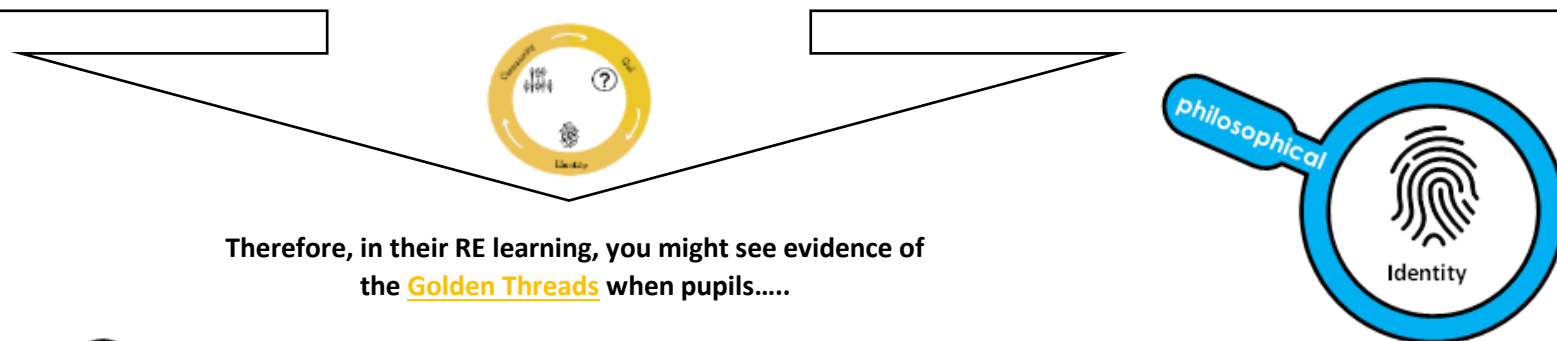
continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.



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 pupils.

In UKS2, pupils will extend their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and express their ideas / findings in different ways, through being given opportunities to:

- deepen their understanding of some core concepts & beliefs about God for some Christian, Jewish, Muslim & non-religious people and explore those of some Hindu (Sanatana) Dharma & Buddhist people;
- explore a wider range of sacred texts and other sources and consider their meanings and impact for different people;
- consider how different people might interpret some core texts in different ways;
- describe connections between aspects of religion and belief and consider how people express these in everyday life;
- explore diversity within and between religions & beliefs, and evaluate the impact on people's lived experience;
- consider the importance of communities in shaping people's worldviews;
- identify relevant information in answer to 'big' questions about being human, or living life, selecting examples and giving reasons for their choices;
- recognise the challenges involved in living life according to a set of principles and reflect on what influences these;
- explore how the search for meaning and 'truth' might be a part of human existence.



- explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate
- express their understanding of concepts in theological terms
- suggest some ways in which different people might interpret key texts / sources
- suggest meanings for a range of forms of expression, using accurate vocabulary



- comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities
- investigate and describe similarities and differences in lived experience within and between religions / beliefs
- describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally and globally)

- explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently
- suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning
- develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview
- reflect on possible connections between worldviews and the human search for meaning in life