

A Key Stage 2 Scheme of Work for RE

Who is this scheme for?

- This scheme of work for KS2 meets requirements for the Suffolk RE Agreed Syllabus 2012.
- It is suitable for Community and Voluntary Controlled C of E primaries. It may be adopted in academies and free schools.
- Voluntary Aided C of E schools and C of E academies must increase the amount of Christianity taught (see below). These schools have their Religious Education inspected directly in a SIAMS inspection (church school inspection).
- Other authorities and dioceses are welcome to use the materials on payment but should adjust them to their local RE requirements.

How does the scheme connect to the syllabus? (Suffolk Agreed Syllabus p. 28-30)

The programme of study meets the exact requirements of the syllabus i.e.

- 9 Learning Themes for Christianity (approx. 6-8 hours / half-term) e.g. *Inspirational People*
- 4 specified learning themes for Islam and Hinduism
- any 2 learning themes for Judaism, Sikhism, Buddhism
- an encounter with Humanism or other non-religious world-view

The Learning Themes can be seen across the mid-section of each grid below.

Is the scheme flexible?

This is an example of how the Learning themes/ units can be arranged. It is not statutory. The order allows religions to be compared more easily and to introduce new religions gradually. You could:

- a) re-arrange units within a year
- b) use a 2 or 4 year rolling programme – allowance is made for this in how the units are written.
- c) teach units weekly or over 1.5 to 2 days as theme days



Which units are available?

9 units for KS2 Christianity are currently available. Each unit unpacks a key Christian concept to build up understanding of the heart of the faith.

The concepts are: **RECONCILIATION, SACRIFICE, KINGDOM OF GOD, SALVATION, MISSION, GOSPEL, EUCHARIST, INCARNATION and RESURRECTION.** The concepts are written into the key question / title of the unit.

All units follow an enquiry-type model and offer a breadth of options to make them more flexible within the age-range.

Additional units will be published (e.g. TRINITY, DISCIPLESHIP) to provide alternatives for many of the Learning Themes.

What will happen about the other faiths?

Ofsted (2013) criticized poor teaching of Christianity so this was tackled first. Other faiths are being tackled 2015/6 and will also follow a belief / concept driven approach. Contact us for more details of when these become available.

The key belief / concept which is likely to be used is given in the grid for teachers to use now.

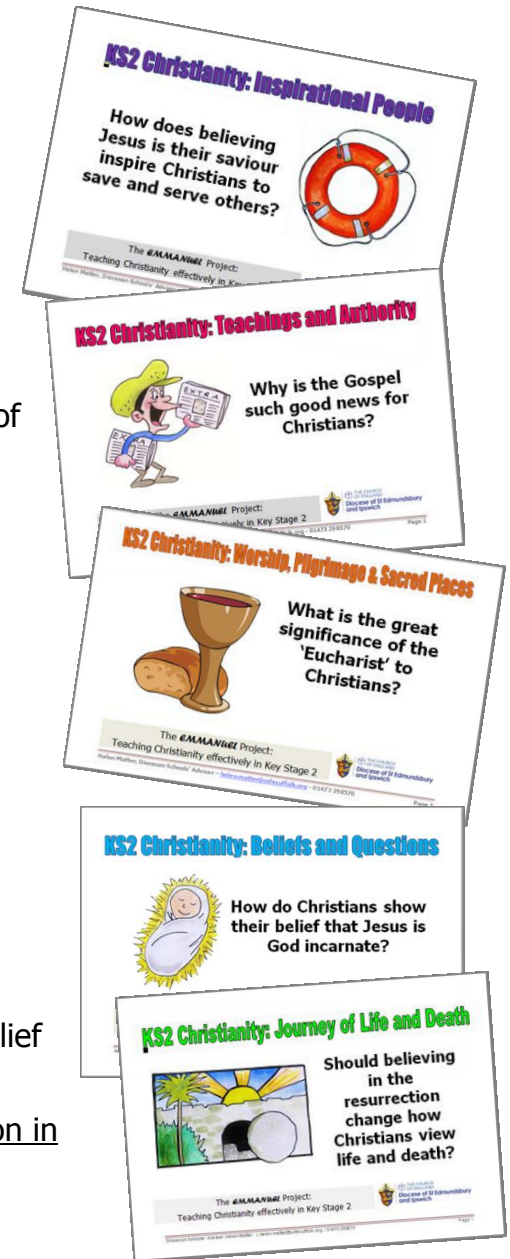
What approach has been taken to assessment?

Nationally we are at a major crossroads in relation to assessment of all kinds and it is an acknowledged weakness in RE so it is important to do something.

Assessment levels are still required in the Suffolk syllabus so we have given examples for a wide range of levels.

You could follow one strand of Learning about Religion and Belief / Learning from Religion and Belief in each unit. Adapt the examples to match children's work more closely. .

Do not assess everything. Use the levels to make RE more challenging and support progression in RE. The 'Evaluate' section should allow children to show they have 'mastered' the concept.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Religion and the Individual <i>What is expected of a believer following a religion and the impact of belief on peoples' lives</i>			Symbols & Religious Expression <i>How religious & spiritual ideas are expressed</i>	Beliefs in Action in the World <i>How religions respond to global issues</i>	Revisiting Judaism <i>poss Symbols and Religious Expression</i>	YEAR 3 OR A
Christianity <i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>	Islam submission (islam)	Hinduism karma	Christianity <i>Why is the cross more than a symbol of <u>sacrifice</u>?</i>	Christianity <i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i>	Judaism covenant/ brit	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Inspirational People <i>Why some figures, e.g. founders, leaders and teachers, inspire religious believers</i>			Encountering Sikhism <i>poss. Inspirational people</i>	Religion, Family and Community <i>How religious families & communities practise their faith & the contributions this makes to local life</i>	Encountering Sikhism <i>poss. Religion, Family & Comm.</i>	YEAR 4 OR B
Christianity <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	Islam prophethood	Hinduism dharma	Sikhism guru/ waheguru	Christianity <i>Why do Christians believe they are people on a <u>mission</u>?</i>	Sikhism sewa / equality	

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Teachings and Authority <i>What sacred texts and other sources say about God, the world and human life</i>			Revisiting Judaism <i>poss. Teachings & Authority OR Worship, Pilgrimage and Sacred Places</i>	Worship, Pilgrimage and Sacred Places <i>Where, how and why people worship, including importance of particular religious sites</i>	Encountering Buddhism <i>poss. Symbolism and Religious Expression</i>	YEAR 5 OR A
Christianity <i>Why is the <u>gospel</u> such good news for Christians?</i>	Islam revelation	Hinduism yoga / moksha	Judaism Kedushah / holiness	Christianity <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	Buddhism enlightenment	

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Beliefs and Questions <i>What key beliefs people hold about God, the world and humans</i>			Encountering Buddhism <i>poss. Journey of Life and Death</i>	Journey of Life and Death <i>Why some occasions are sacred to believers and what people think about life after death</i>	Encountering Humanism <i>poss. Journey of Life and Death</i>	YEAR 6 OR B
Christianity <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	Islam Tawheed / oneness	Hinduism atman / Brahman	Buddhism refuge	Christianity <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i>	Humanism happiness	

What should Voluntary Aided Church of England Primaries and C of E Academies do?

These schools must adopt a scheme of work in line with National Society requirements of at least 2/3 Christianity while also teaching about other faiths and world-views.

In Suffolk, the Diocesan Board of Education recommends to governors that the school's scheme of work is based on that of the Suffolk Agreed Syllabus but adjusts the balance of religions.

How will this affect the scheme of work?

This will be seen in the grids below. The amount of Christianity has been raised to 16 out of 24 units i.e. 2/3 and an encounter with 5 other major faiths and Humanism preserved.

The additional Christianity units focus will also focus on key concepts / beliefs e.g. Trinity, Pilgrim, and these are noted on the grids so teachers know what is coming.

Draft ideas are already beginning to circulate in the format below and the units should be out late 2016.

Contact helen.matter@cofesuffolk.org for further details and to access some of the draft grids.

Diocese of St Edmundsbury and Ipswich 2014

Inspirational People: Christianity

CONVERSION

1. Engage with the meaning of the words 'convert' and 'conversion'

- What does 'convert' mean in terms of buildings or vehicles e.g. could you convert this room into a church? What would you need to do? Make plans and lists in groups and compare ideas.
- These words are also to do with religion, etc. (discuss about meaning)
- Challenge - give children a small picture of St Paul's Cathedral - can they find out what it is by asking and any facts or info about it for next lesson?

2. Enquire into who St Paul was and how he came to be a Christian convert

- Look at pictures of St Paul's cathedral in London - tell stories of how this building was saved in the second world war.
- Who was St Paul? A convert to the Christian faith. He has been one of the greatest inspirations to Christians throughout history... who was he?
- Read Bible Galatians XXXX about him being beaten, shipwrecked etc. - ask questions about these words
- Look at pictures of St Paul as artists imagined him.

3. Explore St Paul's story in the Bible and how he inspires Christians, in church and in their lives today, keeping pupils' 'Enquire' questions in mind

Bible: read about Paul's conversion. Use resources e.g. videos and compare with Roy Klic Clayton and his etc. Read the text of the story too and act / mime. What was it like to be there? Can you make the image in clay? Tell the story right from Stephen's martyrdom? Acts 9, (Spd) to Paul - name change

Church: Jan 25th - celebration of St Paul's Day Hear a story of Paul the missionary e.g. Paul on the ~~gospel~~ in Athens (still there today) - speaking about the unknown God. Why did he want to be a missionary? What would Christians want to do in response to how Paul explained the gospel to others?

Christian Life: Paul set up churches all over the known world - he wrote letters back to them as he travelled on and his letters are in the Bible. Find out the sort of advice he wrote - e.g. 1 Corinthians 13 on 'love' - read often in weddings today. Try Ephesians 4, Romans 12 etc. what would he

4. Evaluate what pupils have learned about St Paul and how he is inspiring to Christians and others today and consider who inspires them

Children refer back to their sub questions (see Enquire). Have we answered our questions? Use 'I can' statements from attainment levels in NS Agreed Syllabus.

Do we understand that Christians believe St Paul is famous as the first great Christian missionary? ~~did you?~~ Do we understand the word 'conversion'? Paul wrote 'Let God ~~spread you~~' - he changed his name from Saul to Paul - why?

Conduct an interview with a Christian about words in St Paul's letters that are meaningful to them.

5. Express knowledge and understanding of Christian belief and experience

St Paul's Cathedral ~~used~~ to put on a display about St Paul with pictures from his life story... and other material - suggestions?

Do you think people can change? Do they need to?

Who else can you find out about who has been a Christian convert? What does this mean?

Do people convert to other religions too?

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Christianity <i>How do Christians show that <u>reconciliation</u> with God and other people is important?</i>	Islam submission (islam)	Christianity hope (Tumaini)	Christianity <i>Why is the cross more than a symbol of <u>sacrifice</u>?</i>	Christianity <i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i>	Judaism covenant/ brit	

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Inspirational People <i>Why some figures, e.g. founders, leaders and teachers, inspire religious believers</i>			Encountering Sikhism <i>poss. Inspirational people</i>	Religion, Family and Community <i>How religious families & communities practise their faith & the contributions this makes to local life</i>	Enriching Christianity <i>poss. Religion, Family & Comm.</i>	YEAR 4 OR B
Christianity <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	Islam prophethood	Christianity CONVERSION (St Paul)	Sikhism guru/ waheguru	Christianity <i>Why do Christians believe they are people on a <u>mission</u>?</i>	Christianity Body of Christ	

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Christianity <i>Why is the <u>gospel</u> such good news for Christians?</i>	Christianity PARABLE	Hinduism yoga / moksha	Christianity FAITH	Christianity <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	Buddhism enlightenment	

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Beliefs and Questions <i>What key beliefs people hold about God, the world and humans</i>			Enriching Christianity <i>Journey of Life and Death</i>	Journey of Life and Death <i>Why some occasions are sacred to believers and what people think about life after death</i>	Encountering Humanism <i>poss. Journey of Life and Death</i>	YEAR 6 OR B
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