

Non-statutory medium term planning exemplar, modelling the eight key areas of the programme of study for KS2 (2017-2022)

See 'Religion for Today and Tomorrow' pages 30-43 <http://www.thegrid.org.uk/learning/re/publications/>
with **suggested** links to the Understanding Christianity resource

LKS2	Year 3	UC link	Year 4	UC link
A U T U M N	Beliefs and practices; Symbols and actions Marking festivals, traditions and key events in life Symbolic expression in prayer and worship Advent and Christmas traditions around the world	<i>People of God 2a.2 What is it like to follow God?</i>	Beliefs and practices; Symbols and actions Sources of wisdom Marking festivals, pilgrimage, traditions and key events in life Symbolic expression in prayer and worship Exploring the Trinity at Christmas - Incarnation	<i>People of God 2a.2 Digging Deeper What is it like to follow God?</i> <i>Incarnation 2a.3 What is the Trinity?</i>
	Identity and belonging; Prayer, worship and reflection Ultimate questions (Beliefs and practices - Easter) Belonging to a family, a community, challenges and religious leadership Different ideas about God and gods, creation and ultimate questions Communicating through sacred spaces and prayer Exploring Lent, Holy Week and Salvation	<i>Creation 2a.1 What do Christians learn from the Creation Story?</i> <i>Salvation 2a.5, Why do Christians call the day Jesus died Good Friday?)</i>	Identity and belonging; Prayer, worship and reflection; Ultimate questions (Beliefs and practices - Easter) Belonging to a community, individual commitment and religious leadership Different ideas about God and gods, creation and ultimate questions Communicating through sacred spaces and prayer Exploring Good Friday – Jesus’ death and resurrection	<i>Creation 2a.1 Digging Deeper, What do Christians learn from the Creation Story?</i> <i>Salvation 2a.5, Digging Deeper Why do Christians call the day Jesus died Good Friday?)</i>
	Sources of wisdom; Human responsibility and values; Justice and fairness Sacred texts and stories, their guidance and impact Taking responsibility for living together, values and respect Right and wrong, just and fair	<i>Incarnation 2a.3 What is the Trinity? Kingdom of God 2a.6 When Jesus left what was the impact of Pentecost?</i> <i>Gospel 2a.4 What kind of world would Jesus want?</i>	Sources of wisdom; Human responsibility and values; Justice and fairness Sacred texts and stories, their guidance and impact Taking responsibility for living together, values and respect Right and wrong, just and fair	<i>Gospel 2a.4 Digging Deeper, What kind of world would Jesus want?</i>

Beliefs and practices
Sources of wisdom
Symbols & actions
Prayer, worship and reflection
Identity and belonging
Ultimate questions
Human responsibility and values
Justice and fairness

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LKS2	Year 3	Year 4
<p align="center">A U T U M N T E R M</p>	<p>Beliefs and practices; Symbols and actions</p> <p>Marking festivals, traditions and key events in life Looking at two contrasting religions (Christianity and Islam), pupils describe ways and traditions of celebrating festivals (e.g. Eid-ul-Adha, Eid Al Fitr, Easter, Christmas) and marking important events in life (birth welcoming ceremonies and traditions, e.g. Christian Baptism and Muslim Shahada). Pupils also explore different ways of marking the same event (e.g. Christmas, ceremonies of belonging) <i>UC People of God 2a.2 What is it like to follow God?</i></p> <p>Symbolic expression in prayer and worship Through the exploration of beliefs and practices, pupils explain how symbolic actions in worship can communicate and express meaning beyond words. They explore humility in prayer (e.g. genuflection, wudu, foot washing, silence and submission to Allah), the power of light across religions and the importance of sharing food in Christian worship.</p> <p>Advent and Christmas traditions around the world</p>	<p>Beliefs and practices; Symbols and actions Sources of wisdom;</p> <p>Marking festivals, pilgrimage, traditions and key events in life Looking at two contrasting religions (Hinduism or Sikhism and Christianity), pupils describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life. They explore the inner meaning behind the key practices including Sikh and Hindu birth traditions and consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world. <i>UC People of God 2a.2 Digging Deeper What is it like to follow God?</i> 'Why do some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at Amristar for Sikhs, Hajj for Muslims)?'</p> <p>Symbolic expression in prayer and worship Through the exploration of beliefs and practices, pupils explain how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music). They explore the 5K's, the Kanda and the importance of Sewa for Sikhs. Pupils learn about Hindu relationships with their deities and the power of religious symbols including art, architecture and icons.</p> <p>Exploring the Trinity at Christmas - Incarnation <i>(UC 2a.3 What is the Trinity?)</i></p>

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<p align="center">S P R I N G T E R M</p>	<p>Identity and belonging; Ultimate questions; Prayer, worship and reflection; (Beliefs and practices - Easter)</p> <p>Belonging to a family, a community, challenges and religious leadership What does it mean to belong to a faith community? Pupils explore shared beliefs and develop imaginative and creative ways of expressing their own faith or belief commitments (e.g. Sikh Kalsa). Looking at the challenge of individual commitment, they explore how the Five Pillars guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not. They learn about the role and duties of historical and religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and in their own lives.</p> <p>Different ideas about God and gods, creation and ultimate questions Discussing challenging questions about meaning, purpose and truth, pupils consider the different ideas about God and pose some deeper questions (e.g. Why are there some questions about life to which we don't have the answers?) They learn some of the ways religion's name and describe the attributes of God (e.g. 99 names of Allah and the Trinity). They explore different stories about how the world began (Christianity and Islam), expressing creatively theirs and others ideas on creation, God and heaven through creative media. <i>(UC 2a.1 What do Christians learn from the Creation Story?)</i></p> <p>Communicating through sacred spaces and prayer Pupils investigate the role and special space for worship in a mosque and a church exploring meaning and significance for followers. They examine how architecture and design may contribute to a worshippers experience and ask, who hears our prayers? They learn about key prayers (e.g. the first Surah in the Qu'ran and The Lord's Prayer) and how they might inspire a believer's commitment. They revisit the Easter story and learn about the Eucharist through visiting a local church or listening to a practising Christian.</p> <p>Exploring Lent, Holy Week and Salvation <i>(UC 2a.5, Why do Christians call the day Jesus died Good Friday?)</i></p>	<p>Identity and belonging; Ultimate questions; Prayer, worship and reflection; (Beliefs and practices - Easter)</p> <p>Belonging to a community, individual commitment and religious leadership Exploring where we may belong, pupils discover how some people identify and define themselves, what belonging might mean and how it shapes their lives. Considering some of the challenges individuals and communities face (e.g. Sikh Khalsa), they ask if you need to have faith to understand commitment. Pupils discover how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together to expresses its shared commitment. Inviting a religious leader or through a place of worship visit, pupils learn what makes a religious leader and their impact on followers.</p> <p>Different ideas about God and gods, creation and ultimate questions Discussing challenging questions about meaning, purpose and truth. Pupils explore and debate why there are different ideas about God/gods (e.g. Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. why don't we know what happens when we die? They express their understanding through the creative arts curriculum. Pupils continue to learn about different response to the creation story questioning the conflict for Christians and suggesting solutions. <i>(UC 2a.1 Digging Deeper, What do Christians learn from the Creation Story?)</i></p> <p>Communicating through sacred spaces and prayer Pupils investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja). They examine ways in which architecture expresses how a community communicates through prayer, worship and reflection Pupils investigate the nature of prayer and different forms of worship including the Akhand Path for Sikhs.</p> <p>Exploring Good Friday – Jesus' death and resurrection <i>(UC 2a.5, Digging Deeper Why do Christians call the day Jesus died Good Friday?)</i></p>

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<p align="center">S U M M E R T E R M</p>	<p align="center">Sources of wisdom; Human responsibility and values; Justice and fairness</p> <p>Sacred texts and stories, their guidance and impact Enquiring about what is wisdom, pupils explore the power of faith stories and sacred writing from the Christian and Islamic traditions (e.g. The Good Samaritan, The story of Muhammad) and respond to the impact of these on religious followers. They consider what is a sacred text, beliefs about its origin and how it should be treated (e.g. The Qur'an and The Bible). Learning about the impact of authority on individual believers, they ask and explore 'Who was Jesus?' and 'What is the Trinity?' (UC 2a.3) and the impact of Pentecost on Christians. <i>(UC 2a.6 When Jesus left what was the impact of Pentecost?)</i></p> <p>Taking responsibility for living together, values and respect Pupils consider their responsibility for the world and for each other and some religious and worldview responses (e.g. What kind of world did Jesus want?). They consider what rules different communities follow about caring for the world/each other. They think about what is important and what is valued and compile a moral values charter. <i>(UC 2a.4 What kind of world would Jesus want?)</i></p> <p>Right and wrong, just and fair Pupils learn about justice and fairness through the work of development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious charity group) and apply their own ideas on matters that are important. They explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zaccheus the Tax Collector and Widow's Mite). They reflect on who decides what is right and what is wrong.</p>	<p align="center">Sources of wisdom; Human responsibility and values; Justice and fairness</p> <p>Sacred texts and stories, their guidance and impact Enquiring about what is wisdom, where does it come from and who decides what is wise, pupils explore a range of faith stories (e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives. They investigate how psalms, poems, hymns and stories are interpreted in different communities and why they affect followers in different ways. They ask what is golden about the golden rules of faith and belief.</p> <p>Taking responsibility for living together, values and respect Pupils consider their responsibility for the world and for each other and some religious and worldview responses (e.g. How do Humanists show care and responsibility for others?). They consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmlessness) and express their own ideas on the treatment of animals. They compile a moral values charter applying different religious codes and worldviews and discuss whether having a religious faith helps people to be good. <i>(UC 2a.4 Digging Deeper, What kind of world would Jesus want?)</i></p> <p>Right and wrong, just and fair Pupils apply their own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious charity groups). They discuss the importance of fairness, peace and justice in the light of faith stories (e.g. The Milk and the Jasmine Flower, How Ganesh got the Elephant Head, The Emperor and the Langar) and other sources of wisdom. They explore ethical questions (e.g. does fairness mean everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life.</p>