

**Non-statutory long term planning draft exemplar for upper Key Stage 2 modelling the eight key areas of the programme of study**  
 (taken from the Hertfordshire Agreed Syllabus of Religious Education 2017-2022 p.13-14) see <http://www.thegrid.org.uk/learning/re/publications/>  
 with suggested links to the Understanding Christianity resource

UKS2	Year 5	UC link	Year 6	UC link
<b>A U T U M N</b>	<p><b>Beliefs and practices; Symbols and actions</b> (Identity and belonging)</p> <p>Celebrations, key events in life and pilgrimage</p> <p>Symbolic ways of expressing meaning</p> <p>Exploring the incarnation through the Christmas story</p>	<p><i>Incarnation</i> 2b.4 Was Jesus the Messiah?</p>	<p><b>Beliefs and practices; Symbols and actions</b> (Identity and belonging)</p> <p>Celebrations and key events in life</p> <p>Symbolic ways of expressing meaning</p> <p>Exploring the annunciation in a sacred and secular Christmas</p>	<p><i>Incarnation</i> 2b.4 Digging Deeper Was Jesus the Messiah?</p>
<b>S P R I N G</b>	<p><b>Identity and belonging; Prayer, worship and reflection</b> <b>Ultimate questions</b>(Symbols and actions)</p> <p>Belonging to a community, individual commitment and religious leadership</p> <p>Communicating beyond prayer and sacred spaces</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Exploring themes in The Last Supper</p>	<p><i>God</i> 2b.1 What does it mean if God is holy and loving?</p> <p><i>Creation</i> 2b.2 'Creation and Science' contradictory or complementary?</p>	<p><b>Identity and belonging; Prayer, worship and reflection; Sources of Wisdom</b></p> <p>Belonging to a community, individual commitment and religious leadership</p> <p>Communicating beyond prayer and sacred spaces</p> <p>The significance of Salvation</p>	<p><i>Salvation</i> 2b.6 What did Jesus do to save human beings?</p>
<b>S U M M E R</b>	<p><b>Sources of wisdom; Human responsibility and values; Justice and fairness</b></p> <p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, the world, values and respect</p> <p>Reflecting on ethics, what is right and wrong, just and fair</p>	<p><i>Gospel</i> 2b.5 What would Jesus do?</p> <p><i>People of God</i> 2b.3 How can following God bring freedom and justice?</p>	<p><b>Sources of wisdom; Human responsibility and values; Ultimate questions</b> Justice and fairness</p> <p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, the world, values and respect</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Reflecting on ethics, what is right and wrong, just and fair</p>	<p><i>People of God</i> 2b.3 Digging Deeper How can following God bring freedom and justice?</p> <p><i>God</i> 2b.1 Digging Deeper What does it mean if God is holy and loving?; 2b.2</p> <p><i>Creation</i> 2b.2 Digging Deeper 'Creation and Science' contradictory or complementary?</p>

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

**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

UKS2	Year 5	Year 6
<p align="center"><b>A U T U M N  T E R M</b></p>	<p><b>Beliefs and practices; Symbols and actions Identity and belonging</b></p> <p><b>Celebrations, key events in life and pilgrimage</b> Pupils explore what it means to live as a Christian/Jew in Britain today, considering internal diversity. They reflect on spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas). They learn about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions. They develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus and practices in the Church year. Pupils make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</p> <p><b>Symbolic ways of expressing meaning</b> Pupils compare how religious and symbolic artefacts are used in prayer and practice to express meaning. Pupils discover why and how artefacts are used in Jewish prayer to enrich experience. They explore how religious faith is communicated and expressed through the creative arts.</p> <p><b>Exploring the incarnation through the Christmas story</b> (UC2b.4 Was Jesus the Messiah?)</p>	<p><b>Beliefs and practices; Symbols and actions Identity and belonging</b></p> <p><b>Celebrations and key events in life</b> Pupils investigate what it means to live as a Christian or Buddhist in Britain today considering internal diversity. They develop an understanding of key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension) enquiring into how God can be different things to different people. They reflect upon spiritual and internal diversity, comparing ways of celebrating the same and different festivals/events around the world (e.g. sacred or secular Christmas and how Humanists mark rites of passage) and question how and why festivals and events are valued by some and not others.</p> <p><b>Symbolic ways of expressing meaning</b> Pupils explore and compare how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). They explore how artefacts and symbolic actions communicate different meaning to individuals. They investigate the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions. Pupils examine why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, baptism).</p> <p><b>Exploring annunciation in a sacred and secular Christmas</b> (UC2b.4 Digging deeper Was Jesus the Messiah?)</p>

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<p align="center"><b>S P R I N G  T E R M</b></p>	<p><b>Identity and belonging; Prayer, worship and reflection; (Symbols and actions -Easter) Ultimate questions</b></p> <p><b>Belonging to a community, individual commitment and religious leadership</b> Expressing what belonging and faith means in Christianity and Judaism. Pupils explore and compare the lives of key leaders from contemporary life. They ask what it means to be a religious leader and how leadership impacts the lives of followers. They express insights into the modern day challenges of ancient laws for Jews (e.g. keeping Shabbat and keeping Kosher). Through the stories of Moses and Jesus, pupils explore key events from history. They learn about the common themes and symbolism of Passover and Easter and how these are connected. They raise questions of faith and discover the main Christian and Jewish groups represented in Britain today.</p> <p><b>Different ideas about God and gods, creation and ultimate questions</b> Discussing challenging and deeper questions about meaning, purpose and truth, pupils consider reasons why there are different responses and ideas about the divine (e.g. whether God is real). They start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives. Pupils begin to explore different accounts on how the world began and question how they all can be true. They consider the role of God and the responsibility of humanity. Through creative media they begin to ask and answer their own questions. <i>This could be introduced through participation in a practical, expressive project such as NATRE Spirited Art <a href="http://www.natre.org.uk">www.natre.org.uk</a> (UC 2b.1 What does it mean if God is holy and loving? 2b.2 'Creation and Science' contradictory or complementary?)</i></p> <p><b>Communicating beyond prayer and sacred spaces</b> Pupils explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews. They observe how some believers communicate through the physical space of a church/synagogue/temple, looking at the similarities and differences. They question whether or not prayer spaces are needed to connect to God and enquire how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship. They experience the importance of collective and private space/stillness/silence/yoga as a form of worship and write some prayers or meditations suited to a particular occasion and tradition.</p> <p><b>Exploring themes in The Last Supper</b></p>	<p><b>Identity and belonging Prayer, worship and reflection; (Sources of wisdom – Easter)</b></p> <p><b>Belonging to a community, individual commitment and religious leadership</b> Expressing what belonging and faith means in two different traditions pupils explore and compare the life of contemporary key leaders and the qualities of leadership. They examine challenges, commitments and guidance identifying the impact of faith on how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?). They express insights into modern day challenges of faith (e.g. Can someone be a practising Buddhism and still lead a privileged life?) and the internal diversity of responses. They raise deep questions and ask what might be the most difficult aspects of being Buddhist, Christian and or Humanist in Britain today (e.g. what defines us and what is our purpose?). Focusing on the Easter story and personal heroes, they examine the significance for Christians of Jesus as the Messiah.</p> <p><b>Communicating beyond prayer and sacred spaces</b> Engaging with prayers from different religions, traditions and worldviews, pupils explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals. Considering what a multi-faith prayer space might look like, pupils look beyond the formal physical sacred space and construct of prayer and reflection (e.g. through secular music and poetry), as a form of expression. They learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels). They ask how does Buddhist mantra enhance worship and is meditation the same as praying. They experience meditation/stilling/silence and mindfulness as a form of worship sharing their thoughts and reflections by writing prayers, responses or meditations suited to a particular occasion and tradition.</p> <p><b>The significance of Salvation</b> <i>Salvation UC 2b.6 What did Jesus do to save human beings?</i></p>

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Considering our social and environmental responsibilities, pupils discover and respond to religious and moral codes of conduct from the Christian, Jewish and Humanist traditions. They think about why they should care, what is important and what may influence a community and individual's choices. They compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam). Pupils think about God in the light of the values of fairness and equality, love, caring and sharing. <i>(UC 2b.5 What would Jesus do?)</i></p> <p><b>Reflecting on ethics, what is right and wrong, just and fair</b> Considering the guidance of the Ten Commandments, pupils express ideas about right and wrong in the light of their learning. They persuasively argue about reasons why some people (from a religious and or non-religious background) try to help others in need (e.g. victims of natural disasters and those with disabilities). Pupils learn about the practise of justice through the work of different Christian aid agencies and consider how it links with the life and teachings of Jesus. In Judaism they explore fairness through the commandment of giving charity (Tzedekah) and the importance of supporting communal projects. Pupils evaluate different religious responses to justice and fairness. <i>(UC 2b.3 How can following God bring freedom and justice?)</i></p>	<p><b>Sources of wisdom; Human responsibility and values; Ultimate questions; Justice and fairness</b></p> <p><b>Sacred texts and stories, their guidance and impact</b> Pupils interpret and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities. They consider how they guide and what they communicate to followers (e.g. What can stories and images tell us about the inspiration for Buddhist beliefs?). They develop their understanding of key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance. They reflect on the impact of key sources of wisdom on individuals and different communities.</p> <p><b>Taking responsibility for living together, values and respect</b> Pupils use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain. They consider what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world. They develop their understanding of responsibility and social justice and question why and how we should care. Pupils respond thoughtfully to ideas about human responsibility for the environment and how religious and moral codes are acted upon. Pupils ask how the 'Golden Rule' is interpreted in the Humanist tradition and consider if following God can bring freedom and justice. <i>(UC 2b.6 What did Jesus do to save human beings?)</i></p> <p><b>Different ideas about God and gods, creation and ultimate questions</b> Developing challenging and deeper questions about meaning purpose and truth, pupils consider different perspectives on the questions of creation and the beginnings of life on Earth, debating the relationship/conflict between creation and science. Pupils develop their understanding of different beliefs and perspectives about God and life after death in religious and non-religious settings (e.g. what is meant by a 'soul'), constructing answers to their own challenging questions. When God and theological concepts including life, death, and afterlife beliefs are rejected, they question what is truth and where do non-religious people find answers. <i>This could be introduced through participation in a practical, expressive project such as NATRE Spirited Arts (<a href="http://www.natre.org.uk">www.natre.org.uk</a>)</i> <i>(UC 2b.1 Digging Deeper- What does it mean if God is holy and loving? 2b.2 Digging Deeper- 'Creation and Science' contradictory or complementary?)</i></p> <p><b>Reflecting on ethics, what is right and wrong, just and fair</b> Why isn't the world just and fair? Beyond religious guidance, pupils explore how people decide what is right and what is wrong and how they may choose to live. Pupils develop their thinking about why and how some people (from a religious and or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war). Focusing on the lives of children in pre-Holocaust Europe, pupils reflect on the challenging moral choices made and the British humanitarian actions of the Kinder transport (children's rescue operation). Pupils consolidate their ideas about right and wrong, justice and fairness through different religious traditions. They ask how the Buddhist concepts of desire, suffering and compassion affect the choices of followers. <i>(UC 2b.3 Digging Deeper- How can following God bring freedom and justice?)</i></p>

