

**Y3/4 units of learning**



## Creating a broad and balanced RE curriculum using the Units of Learning

If schools choose, they may design their own RE curriculum from the statutory aspects in *The Agreed Syllabus*; see *Designing your own broad and balanced RE curriculum for KS1-3 in Supplementary Resources*.

**In order to develop a broad and balanced curriculum for RE that incorporates the Units of Learning, a class teacher will need to make reference to**

- The main **Agreed Syllabus** document and in particular
  - **3 Areas of Understanding** for the relevant key stage
  - **End of Key Stage Expectations** for the relevant key stage
  - **Key Content and Vocabulary** for faiths chosen for study
- **Units of Learning** and **SEND Units** for the relevant key stage

Prior to planning your RE curriculum:

- Check the requirements for each key stage (p.9) alongside the school RE policy
- Consider the school RE long-term plan and the chosen religions and worldviews for the relevant year group
- Ensure a clear rationale that takes account of the pupils' context

### Placing enquiry at the heart of learning

The **enquiry model** provides for a sequence of learning, so that pupils build upon their prior knowledge and understanding to ensure progression. Where RE is most effective, enquiry is placed at the heart of learning. Teachers should develop a well-defined and systematic approach to using enquiry in RE. Enquiry is most effective and consistent where it is based on a clear, straightforward model:

#### *Enquiry cycle*

Where RE works well, pupils are given carefully structured opportunities to find out for themselves, making their own connections and drawing their own conclusions.

#### *Ask questions*

- engage pupils from the outset in 'big questions' to provide a context for carrying out an investigation to answer their own questions, drawing on previous learning

#### *Investigate*

- promote questioning and discussion about key religious concepts
- use a multidisciplinary approach to deepen learning and extend pupils' investigations into religion and other worldviews, looking through different lenses
- dig deeper into pupils' questions

### *Interpret and analyse*

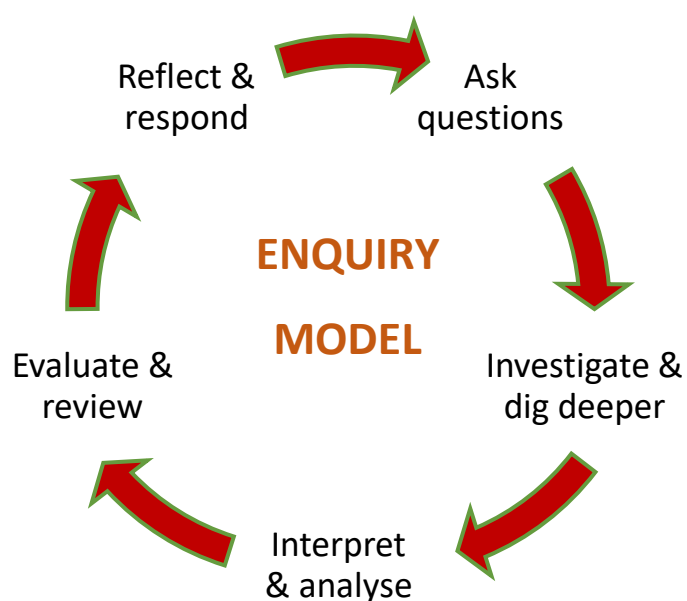
- provide first-hand experience
- give access to examples of living religious practice and high-quality resources to stimulate pupils' learning

### *Reflect and respond*

- integrate opportunities for reflection throughout the process of enquiry, enabling them to deepen their knowledge and understanding

### *Evaluate and review*

- encourage pupils to develop well-founded reasons and justify their conclusions or views



### **The Units of Learning for Key Stages 1, 2 and 3**

The **non-statutory** Units of Learning that accompany this syllabus follow the enquiry model and provide exemplification of medium-term planning. The units are not written with a particular faith focus, but provide a progressive framework from Key Stages 1-3. Together, the units offer **complete coverage of all statutory aspects of the agreed syllabus**; they do not have to be taught in the order in which they are presented. There are separate units for Christmas and Easter in KS1 and KS2; these are additional and should be used alongside, as supplementary to the main units.

### *Each Unit of Learning comprises:*

#### *About this unit*

- Provides an overview of the learning

#### *Concepts and Vocabulary*

- Essential building blocks to cover in the unit

### *Areas of Understanding*

- The Areas of Understanding are mapped across the programme of units and may include more than one disciplinary focus (The Agreed Syllabus p.10-11)
- Each Area identifies learning outcomes stating what pupils should be able to achieve and provides opportunities to explore key aspects of the religions studied

### *Prior knowledge*

- Check for progression from one year to the next, so that pupils' enquiries enable increasing depth of knowledge and understanding

### *Identify learning questions*

- Suggested questions help build the enquiry; there are questions in the Key Content for each faith, taking a focus from one of the three disciplinary lenses (p. 10-11)
- Choose a spread of questions to ensure progression across the key stage, adding pupils' supplementary questions

### *Enquiry*

- Suggested investigations address questions posed; it's not necessary to use them all; incorporate other lines of enquiry, maybe from the pupils

### *Dive deeper, question further*

- An opportunity to extend the learning and build metacognition

### *Reflect on learning*

- Take time for pupils to think about what has been learnt

### *Demonstrate new understanding*

- Pulls together the learning within the unit
- Opportunities to assess pupils' learning in a formative way

### *Progression exemplars*

- Offers examples of what pupils should be able to achieve
- Relates directly to the identified End of Key Stage statements for Key Stages 1-3; what is assessed does not encapsulate the entirety of pupils' learning in RE

### ***Other aspects to consider when planning from the units:***

- Consider the intent of your RE curriculum; check that the core questions in each year group progress logically from one to another
- For each core question, consider the relevant knowledge needed to achieve the chosen learning outcomes
- Having chosen the core questions, shape the learning by using the key concepts within the suggested vocabulary for each faith studied
- How does the RE curriculum relate to other subjects in the curriculum?

<p><b>About this unit</b>                  This unit builds on work from Unit 1.2 <i>Worship</i> and provides opportunity to use a Social Science lens to explore remembrance in the context of some important religious and secular festivals; include Remembrance Day and festivals which remember or commemorate people or events in the past. Use the lens of theology to interpret the stories behind religious festivals. Explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered.</p> <p>By the end of this unit, pupils should have a good understanding of the purpose and value of religious and community celebrations. Note that rituals linked to remembrance and commemoration may need to be handled sensitively. <i>Also see the KS2 Christmas 1 unit which may follow.</i></p>	
<p><b>Concepts</b>                  belonging, ritual, peace, universal</p> <p><b>Vocabulary</b>                  festival, celebration, remembrance</p>	
<b>Exploring</b>	<b>Learning Outcomes</b> <i>By the end of KS2 pupils should be able to</i>
What is the value of participating in a religious festival or ritual?	compare the experience of participating in a religious festival or celebration around the world  reflect and share how religious celebrations and rituals have an impact on the community
What is the significance of religious festivals and rituals?	identify the stories celebrated at festivals  explain the meaning behind the celebration of festivals and rituals of different faiths
<p><b>Prior knowledge</b>                  Recall times of celebration to remember key events</p>	
<p><b>Identify learning questions: Why remember?</b>                  What does (religious festival/observance) remember?                  Why do people celebrate religious and cultural events?                  What happens at a named religious celebration or festival?                  Who takes part in a festival and why?                  What actions or rituals are performed at a celebration or remembrance?                  What do different religious celebrations or remembrances have in common?                  How might a believer feel a sense of belonging when participating in a festival or a ritual?                  How do faith members use symbols and artefacts within their celebrations and how might this affect the way they behave or feel?                  Are all festivals happy and joyous? When is remembrance a happy time and when is it a sad time?</p>	
<p><b>Enquiry: consider</b></p> <ul style="list-style-type: none"> <li>• why people often feel that it is important to remember</li> <li>• a seasonal community festival such as Harvest or Sukkot and the meaning behind it</li> <li>• two religious celebrations from different faiths - readings, singing, food, actions</li> <li>• the use and meaning of symbols and artefacts in different faiths associated with celebrations or festivals</li> </ul>	

## Unit 3.1 Remembering

## Key Question: Why remember?

- interviewing a faith member about how they celebrate religious celebrations and festivals; explore how they promote a sense of belonging to the community
- festivals of remembering such as Remembrance Sunday, Pesach, Dia de los Muertos (Day of the Dead), All Souls Day
- a remembrance ceremony and discuss ritual elements such as reflective silence, words and music, the laying of poppy wreaths and crosses, visiting graves

### **Dive deeper, question further**

Explore the importance of celebrations and festivals in the life of school and local community  
Talk the importance of national commemorations, such as the Festival of Remembrance and the Fifth of November

### **Reflect on learning**

Reflect on the meanings of the stories which underpin festivals of remembering  
Talk about feelings after participating in a remembrance ceremony  
How would we wish to be remembered?  
Respond to music linked to both happy and sad occasions

### **Demonstrate new understanding**

Plan a celebration and prepare symbolic food for a festive occasion  
Roleplay a festival or celebration using music, dance and art  
Describe how a religious community celebrates a religious festival  
Use a Venn diagram model to demonstrate similarities and differences between Christian and other festivals in terms of rituals, symbols, practices and beliefs  
Compare festivals of joyous remembrance to more sombre festivals of remembrance  
Create a class book or blog of celebratory events in school and the local community

### **Links to Understanding Christianity**

Unit 2A.6 Kingdom of God

### **Progression exemplars**

**Compare the ways in which religious festivals are celebrated in the community and across the world**

**Explain the link between the rituals associated with celebrations and the stories behind them**

*This contributes to the following End of Key Stage statements:*

- **Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals**
- **Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today**

<p><b>About this unit</b> Investigate the lives of two key figures who may be described as founders of their faiths, such as Jesus, St Paul, Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha and Abraham. Through a Theological lens, consider some key beliefs and how faith members follow the teachings of those founders.</p> <p>By the end of this unit, pupils know the key events in the lives of at least two key religious figures; they should be able to talk about some key teachings. <i>Also see the KS2 Easter1 unit which may follow.</i></p>	
<p><b>Concepts</b> gospel, authority, faith</p> <p><b>Vocabulary</b> founder, leader, teaching, values</p>	
<b>Exploring</b>	<b>Learning Outcomes</b> <i>By the end of KS2 pupils should be able to</i>
How do the lives of faith founders influence believers?	<p>identify key events in the lives of faith founders and their impact on those around them</p> <p>explain the relevance of different faith founders for their followers today</p>
What do key religious figures teach?	<p>explain the significance of the key teachings of faith founders for faith members</p> <p>describe the teachings of key religious figures, identifying some similarities and differences</p> <p>reflect on the teachings of key religious figures and how these teachings impact on society</p>
<p><b>Prior knowledge</b> Recollection of some facts about key figures from different faiths</p>	
<p><b>Identify learning questions: Who, what and when?</b>                  What makes a good leader?                  Who are the key religious figures for Christianity and other faiths?                  What did they teach their followers to believe and to do? Where do we find these teachings?                  What did those figures do in their lives? How did people respond to their deeds and words?                  How does a person's faith influence the way they live?                  How do the teachings of a faith founder impact on wider society?</p>	
<p><b>Enquiry: consider</b></p> <ul style="list-style-type: none"> <li>• the characteristics of a good leader</li> <li>• what it means to be the 'founder' or leader of a group or a team</li> <li>• the founders of Christianity and other faiths and the ways they inspired people to follow them</li> <li>• the life of Jesus and his teaching</li> <li>• making links between the teaching of Jesus and other leaders of faith</li> <li>• the impact of faith teachings on the world today</li> <li>• the ways in which art depicts founders of faith</li> </ul>	
<p><b>Dive deeper, question further</b>                  What is the relevance of Jesus for people today?                  Explore the meaning of a parable Jesus taught</p>	

<p>Which religions other than Christianity recognise Jesus as an important teacher? What aspects of living a faith might be the hardest and why?</p>
<p><b>Reflect on learning</b> Share thoughts and feelings when hearing the teaching in a story from a holy book Express thoughts about whether the teachings of faith founders can change lives for the better and guide followers</p>
<p><b>Demonstrate new understanding</b> Write a job spec for a faith founder Sort key beliefs and teachings by faith and by founder; talk about the similarities Create a depiction of a faith founder in the style of a famous artist (<i>N.B. no human representation of Muhammad, pbuh</i>) Create a picture, model or storyboard to reflect a teaching of a faith founder and explain its meaning for a believer Dramatise a parable in a modern context; explain its moral or message In the role of a faith founder, create a diary, blog or tweet, exploring some key events in his life Set up a dilemma for a faith follower ('Conscience Alley'); show how key teachings help them to decide</p>
<p><b>Links to Understanding Christianity</b>  <a href="#">Unit 2A.4 Gospel</a></p>
<p><b>Progression exemplars</b></p> <p><b>Recognise key events in the lives of some faith founders and the impact they made</b> <b>Describe and make links between the teachings of different faith founders</b></p> <p><i>This contributes to the following End of Key Stage statements:</i></p> <ul style="list-style-type: none"> <li>• <b>Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief</b></li> </ul>



<p><b>About this unit</b>                  Build on work in Unit 1.2 <i>Worship</i> and provide opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community. By the end of this unit, pupils will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.</p>	
<p><b>Concepts</b>                  sacred, holy, belief, worship  <b>Vocabulary</b>                  sacred places, ceremony, symbols, artefacts, milestones of life – marriage</p>	
<b>Exploring</b>	<b>Learning Outcomes</b> <i>By the end of KS2 pupils should be able to</i>
What makes a place sacred?	show understanding of what is sacred for believers in religious places  describe the uses of sacred places, symbols and artefacts by believers and the community  explain how activities at local places of worship create a sense of community
Which religious rituals show identity and belonging for different traditions?	suggest how the milestones of life give a sense of identity and belonging for faith members
How do people express their beliefs?	identify symbols and artefacts which are important for at least two different faiths  explain how artefacts and symbols express the beliefs of faith members  recognise different forms of religious and spiritual expression
<p><b>Prior knowledge</b>                  Recollection of previous visits to sacred places and ways of showing respect; recall the ritual of baptism in Unit 1.1 <i>Belonging</i> as a first milestone</p>	
<p><b>Identify learning questions: What is sacred?</b>                  What does the word 'sacred' mean?                  What makes a place sacred? How is it used?                  How can a place be a form of religious or spiritual expression?                  Why are some places special enough to merit a long journey?                  Why are some buildings considered sacred? What happens there?                  How do faith members show respect when they are in a sacred place?                  What rituals are part of worship?                  What symbols or artefacts can be found in a sacred building or space and what meaning do they have?                  How do symbols and artefacts in rites of passage represent belief?                  Why do people choose to mark milestones in their life in a sacred place?</p>	

<p><b>Enquiry: consider</b></p> <ul style="list-style-type: none"> <li>• sacred places and why people go there</li> <li>• visiting a local sacred place or place of worship; find out what happens there</li> <li>• visiting a contrasting worship space for a different faith or access a virtual tour online</li> <li>• photos / video clips of people involved in routines and rituals, secular and non-secular (such as New Zealand's All-Blacks rugby team performing the Haka)</li> <li>• the symbols of rites of passage for two different faiths; explore similarities and differences</li> <li>• talking to religious leaders to find out about their role in rituals and the symbols they wear or use</li> <li>• observing and identifying ritual within a ceremony</li> <li>• how shared religious rituals mark life's milestones and give a sense of identity and belonging</li> </ul>
<p><b>Dive deeper, question further</b></p> <p>Discuss why religions may build places of worship when they believe God is everywhere</p> <p>Explore how activities in a place of worship build a sense of community</p> <p>Compare religious rituals and rites of passage from different faiths; consider how they express the beliefs of faith members</p>
<p><b>Reflect on learning</b></p> <p>Reflect on feelings of faith members when in a sacred space</p> <p>Record personal responses when visiting special places</p> <p>Express thoughts about the importance of rituals for faith members</p> <p>Think about the difference it makes to celebrate milestones of life in a sacred place</p>
<p><b>Demonstrate new understanding</b></p> <p>Identify why a space is sacred and explain its significance</p> <p>Create a brochure/information leaflet/video presentation for a sacred space</p> <p>Show understanding by roleplaying a rite of passage</p> <p>Recognise basic similarities and differences between rites of passage in two or more religions; suggest how they create a sense of identity and belonging</p> <p>Design a poster to represent milestones in a religious life</p> <p>Present thoughts and feelings about a religious ritual in a creative way</p> <p>Be creative in demonstrating religious beliefs, using symbols and artefacts found in sacred places</p>
<p><b>Links to Understanding Christianity</b></p> <p>n/a</p>
<p><b>Progression exemplars</b></p> <p><b>Discover the milestones in life for different religions and respond to the ways in which they offer a sense of identity and belonging</b></p> <p><b>Recognise what makes a place sacred and recognise reasons why</b></p> <p><i>This contributes to the following End of Key Stage statements:</i></p> <ul style="list-style-type: none"> <li>• <b>Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals</b></li> </ul>

<p><b>About this unit</b>                  This unit is considered mainly through the lens of Social Science and provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural society.</p> <p>By the end of this unit pupils should know about the religions and other worldviews represented in the locality; they have a knowledge of at least one religion <i>in depth</i> and its contribution to their community. <i>Also see the KS2 Christmas1 unit which may follow.</i></p>	
<p><b>Concepts</b>                  People of God, religion, community, spiritual, unity</p> <p><b>Vocabulary</b>                  religion, identity, values, multicultural, diversity</p>	
<b>Exploring</b>	<b>Learning Outcomes</b> <i>By the end of KS2 pupils should be able to</i>
How do religious values provide rules for living?	give examples of beliefs and values from different faiths  describe the impact of religious beliefs, values and rules on the life of a believer
<p><b>Prior knowledge</b>                  This unit builds upon work covered in Unit 1.1 <i>Belonging</i> and Unit 3.2 <i>Founders of faith</i>; make links to previous learning about British values</p>	
<p><b>Identify learning questions: Where is religion?</b>                  What is meant by 'community'?                  Where is there evidence of religion in the locality?                  How diverse is the local community?                  Why do people belong to different groups?                  What are the responsibilities of belonging? Are there rules and values to keep?                  Does belonging to a group, including a religion, give people a sense of identity?                  How might a member of a religious group make a difference within the wider community? How might this be different for a non-religious person?                  What impact does religion have on communities?</p>	
<p><b>Enquiry:</b> consider</p> <ul style="list-style-type: none"> <li>• the local community and what happens there – celebrations, events, processions, activities; can we tell which have a religious context?</li> <li>• using an Ordnance Survey map and/or Google maps to explore the local area and identify the diversity of religion and culture</li> <li>• the symbols and logos seen in the community and what they represent</li> <li>• ways in which members of the community gain a sense of identity, belonging and unity</li> <li>• similarities and differences between the beliefs of different religions in the community</li> <li>• inviting people, including faith members, to talk about where their values come from</li> <li>• investigating one or two religions in some depth</li> </ul>	

<p><b>Dive deeper, question further</b>                  What is the contribution of religions to the community? Does religion make a difference?                  Consider the key values from at least two different faiths and how these influence a believer’s way of life                  Investigate where non-religious people get their values</p>
<p><b>Reflect on learning</b>                  How does a set of religious or non-religious beliefs provide a code for living?                  What freedom of choice does a believer have?                  What may unite different religious communities?</p>
<p><b>Demonstrate new understanding</b>                  Create a community display of places and events, labelling religious and non-religious elements; link those groups that work together for the benefit of all                  Identify the key values that come from different faith communities                  Demonstrate similarities between religious and secular communities                  Devise a grid to show key rules of living for two or more faiths and showing where these teachings have come from</p>
<p><b>Links to Understanding Christianity</b>  <a href="#">Unit 2A.2 People of God p.4-5</a>  <a href="#">Unit 2A.4 Gospel</a></p>
<p><b>Progression exemplars</b></p> <p><b>Explain what makes a community</b>  <b>Describe the contribution of a religious group to their community</b></p> <p><i>This contributes to the following End of Key Stage statements:</i></p> <ul style="list-style-type: none"> <li>• <b>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect</b></li> </ul>

<p><b>About this unit</b>                  This unit explores the concept of commitment through a Social Sciences lens and provides opportunity to explore lives of people who have been inspired by religion to perform heroic deeds or dedicate their lives to a cause. There are opportunities to start with local saints and heroes, linking with aspects of history and citizenship.</p> <p>By the end of this unit pupils will recognise how religion has motivated people to dedicate themselves to worthwhile causes and the actions they have taken. <i>Also see the KS2 Easter1 unit which may follow.</i></p>	
<p><b>Concepts</b>                  commitment, spiritual, belief, right and wrong</p> <p><b>Vocabulary</b>                  saint, inspiration, sacrifice, a 'cause', altruism, justice and freedom</p>	
<b>Exploring</b>	<b>Learning Outcomes</b> <i>By the end of KS2 pupils should be able to</i>
How is commitment demonstrated in the lives and work of significant people of faith?	explain why significant people of faith acted according to their commitments explain how people are inspired by actions of significant people of faith
What motivates faith believers to get involved in different causes?	explain the values that motivate people of faith to respond to a cause give reasons why people may choose to make sacrifices to improve the lives of others
<p><b>Prior knowledge</b>                  This unit builds on prior learning in Unit 2.1 <i>Lead us not into Temptation</i>. Recall the names and actions of saints and talk about what makes a saint or a hero</p>	
<p><b>Identify learning questions: What makes a saint?</b>                  What is a saint? How does a person become one?                  Where are saints' names found in the local community?                  Who might be the saints and heroes of the local community?                  How are local or national saints remembered? Why?                  Are all saints Christian? What title is given to the 'saints' of other faiths?                  What inspires some people to commit their lives to an altruistic cause?                  What can we learn about commitment from the lives of significant people of faith?                  Do you have to be religious to commit to a cause?                  What impact may a person's actions have on the lives of others?</p>	
<p><b>Enquiry: consider</b></p> <ul style="list-style-type: none"> <li>• people of faith who have shown great commitment to a cause</li> <li>• whether these people might be saints, or are they heroes? Is there a difference?</li> <li>• the life and work of a (local) saint; consider why they were made a saint; what are the key characteristics of a saint?</li> <li>• local newspapers for 'acts of faith' demonstrating commitment to the community</li> <li>• the actions of a historical Christian and a modern-day hero</li> <li>• the life-changing events of significant people of faith and their impact</li> <li>• significant people who demonstrate commitment to a cause</li> </ul>	

- actions to relieve poverty by different faith groups
- whether the gurus are saints?

**Dive deeper, question further**

Consider what influences and inspires people to commit to a cause  
 Express thoughts about the actions of some people that change lives for the better and influence others  
 Do you have to be religious to commit to a cause?

**Reflect on learning**

Reflect on the heroes and ‘saints’ at a local community, national and global level, including people in the modern world; suggest someone who deserves a ‘heart of gold’ award  
 Consider the significance of a local saint or person who has worked hard for the local community; what were their motives and what long-term impact have they had?  
 Choose a poem, prayer, song, teaching or quote of a significant person of faith - share thoughts about its teaching; what impact did their teaching have in their lifetime and what impact might their teachings have now?  
 Who or what inspires us, why?

**Demonstrate new understanding**

On a map of the local area, identify streets and places with the names of saints or heroes; talk about what these individuals represent  
 Create a class book or display of saints and heroes  
 Freeze-frame a life-changing moment for a saint; discuss its impact  
 Hotseat a saint or a hero; interview them to find out why they acted as they did, run a ‘conscience alley’ as to whether they should or should not have acted in certain way  
 Create a blog in the role of a saint, describing some key experiences in their life, exploring what inspires and influences them  
 Tweet as a saint or hero, promoting their cause or belief

**Links to Understanding Christianity**

n/a

**Progression exemplars**

- Explain what prompts people to commit an ethical cause**
- Explain and give reasons why a person of faith devoted themselves to a cause**
- Give examples of altruistic actions in the community**

*This contributes to the following End of Key Stage statements:*

- **Demonstrate understanding of how people express their identity and their spirituality through symbols and actions**
- **Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair**

<p><b>About this unit</b>                  The unit builds upon understanding and appreciation of the natural world. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores through the lens of philosophy how various faiths explain some of life’s big and difficult-to-answer questions about god, creation and man’s responsibilities towards the Earth.</p> <p>By the end of this unit pupils will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths.</p>	
<p><b>Concepts</b>                  creation, worldview</p> <p><b>Vocabulary</b>                  stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches</p>	
<b>Exploring</b>	<b>Learning Outcomes</b> <i>By the end of KS2 pupils should be able to</i>
What is an ultimate question?	identify what makes some questions ultimate offer answers to an ultimate question from different faith perspectives
How did the universe begin?	compare different beliefs about how the universe began making reference to sacred texts
Why is it important to look after the Earth?	compare religious teachings to see how faith members should care for the Earth show understanding of stewardship and suggest actions everyone can take
Who is god?	explain how people of different faiths describe what god is like identify what different sacred writings say about the attributes of god
<p><b>Prior knowledge</b>                  This unit builds upon work covered in Unit 1.3 <i>What a wonderful world</i></p>	
<p><b>Identify learning questions: Who cares?</b>                  Where did the Earth come from? Is it sacred? What do different faiths say about sacredness of life?                  How do faith members interpret creation stories?                  Who is god? How do different religions describe god?                  How does belief in a Creator God influence believers’ lives?                  What is meant by stewardship of the Earth?                  What do holy books say about care for animals and showing respect for the world?                  How can we better care for the world?</p>	
<p><b>Enquiry: consider</b></p> <ul style="list-style-type: none"> <li>• pupils’ concepts of ‘creation’ and ‘stewardship’; where do these ideas come from?</li> <li>• images of Earth from space and images of other planets and galaxies</li> <li>• how small, big, simple or complex creation can be</li> <li>• the environment; express responses to creation; explore images of patterns/colours in nature</li> <li>• creation stories from different faiths, identifying similarities and differences</li> <li>• the writers’ inspiration for songs and psalms of creation</li> </ul>	

- attributes of god in statement of faith, such as Sikh *Mool Mantar*, Christian *Apostles' Creed*, Muslim *Shahada*, Jewish *Shema*
- non-religious/other viewpoints about creation such as aboriginal dreamtime stories
- scientific views on how Earth was created
- a 'stewardship walk' around the school environment looking out for places that need more careful stewardship; in what ways could they be improved?
- local and national environmental projects and the impact that they are having; what influences people involved in such projects?
- pupils' own impact on the environment; what more can we do to care for the world around us?

**Dive deeper, question further**

Consider ways creation is celebrated in society

What duty do we all have to look after the Earth?

Investigate man's dependence on Earth's resources, considering the responsibility and challenge for us all

How do humans treat Earth? What impact is this having?

**Reflect on learning**

Identify something in the natural world which gives a sense of awe and wonder; appreciate different aspects of creation; marvel at the adaptation of living things to their habitats – accident or design?

Discuss the concept of man's responsibility to share the world's resources

Reflect on stories, songs and psalms of creation

Consider the shape of the individual 'footprint' pupils hope to leave on the Earth

**Demonstrate new understanding**

Write a poem or song about creation or add more to Psalm 8

Be creative in illustrating the concept of a Creator God

Share ways in which people do or don't care for creation, and the challenges of living in a disposable world

Illustrate religious stories where responsibility for Earth is given to human beings

Play dilemma games to explore and roleplay the environmental choices faith members may make

Show how faith communities are responding to environmental dilemmas

Devise an act of stewardship; choose a special local place and carry out a plan to improve it

In a Venn diagram, present similarities and differences in beliefs about creation between Christianity and 2 other faiths

Discuss the native American saying: *"We do not inherit the Earth, we borrow it from our children."*

**Links to Understanding Christianity**

[Unit 2B.2 Creation/Fall p.2-3](#)

**Progression exemplars**

**Reflect and present ideas about the origin of the universe**

**Offer reasons why it is important to look after the earth**

**Describe what different religions say about the attributes of god**

*This contributes to the following End of Key Stage statements:*

- **Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief**
- **Offer some answers to ultimate questions from different religious and non-religious perspectives**



## Lower Key Stage 2: Christmas

### Key Question: What are the special symbols of the Christmas story?

<p><b>About this unit</b>          This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 2. It gives opportunity to explore and develop the concepts of Incarnation, God and Gospel.          The focus for Year 3 is on Mary, mother of Jesus and for Year 4 the focus is on the symbolism of light.          It may be useful to consider festivals of light from other faiths alongside Christmas.</p>	
<p><b>Concepts</b>          incarnation, God, gospel  <b>Vocabulary</b>          nativity, festival, celebration, Messiah, annunciation, Epiphany, wise men</p>	
<b>Exploring</b>	<b>Learning Outcomes</b> <i>By the end of KS2 pupils should be able to</i>
What is the significance of religious festivals and rituals?	<p>identify the stories celebrated at festivals from different faiths</p> <p>explain the meaning behind the celebration of festivals and rituals from different faiths</p>
How do people express their beliefs?	<p>identify symbols and artefacts which are important for at least two different faiths</p> <p>explain how artefacts and symbols express the beliefs of faith members</p> <p>recognise different forms of religious and spiritual expression</p>
<p><b>Prior knowledge</b>          This unit builds on learning about festivals of light in KS1</p>	
<p><b>Identify learning questions</b></p> <p><b>Year 3</b>          Why is Mary such an important part of the Christmas story?          What do the gospel writers say about Mary's actions and feelings up to the time of Jesus' birth?          What is the story of Epiphany?          When and how is Epiphany celebrated? Is it the same in all countries?</p> <p><b>Year 4</b>          Why is light an important symbol?          Why is light an important symbol of Christmas?          Why is Jesus the 'light of the world' for Christians?          How is light used in festivals?</p>	
<p><b>Enquiry: consider</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• looking afresh at the whole Christmas story, including the Annunciation, recognising that the events took place over time</li> <li>• different artistic depictions of Mary as the mother of Jesus, and Mary with the Angel Gabriel</li> <li>• focusing on the Dalit Madonna, a painting by Jyoti Sahi</li> <li>• completing the unit of work on the Dalit Madonna (REinHull)</li> <li>• what happened at Epiphany when Mary shows Jesus as a precious 'gift' to the world.</li> </ul>	

## Lower Key Stage 2: Christmas

### Key Question: What are the special symbols of the Christmas story?

#### Year 4

- the way light is used to express feelings ('a beaming smile', 'she lights up the room', 'he's a guiding light', 'then I saw the light')
- artwork such as Holman Hunt's *The Light of the World* - who is depicted? - what do you see? – what did the artist want to convey?
- Old Testament prophecy that the Messiah would come 'as light'
- the use of light in the celebration of Christmas (Christingles, Advent candles, tree lights)
- planning a celebration of light

#### Dive deeper, question further

How do Christians see Jesus as a 'gift' to the world?

What is meant by Jesus as 'the light of the world'? What does this mean for Christians today?

Jesus is called The Son of God; how does this link to 'Incarnation'?

#### Reflect on learning

Reflect on how Mary reacts to the news the angel gave her

Think about why the wise men made such long journeys to see Jesus

Consider how artists over the centuries have depicted the incarnation of Jesus

#### Demonstrate new understanding

Act out / freeze-frame key moments for Mary; take photos and add speech bubbles

Enact the 'big story' of the incarnation, linking Old and New Testament

Create and interpret artwork to depict aspects and characters from the Christmas story

Talk about the significance of light in Christianity and other faiths

Make a Christingle and talk about the symbolism

Plan an event to celebrate Mary and the true meaning of Christmas

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#### Links to Understanding Christianity

Unit 2A. Incarnation

#### Progression exemplars

**Talk about the nativity story from Mary's point of view and from the perspective of one of the wise men**

**Explain how and why Christians believe Jesus to be the 'Light of the World'**

*This contributes to the following End of Key Stage statements:*

- **Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals**
- **Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today**

## Lower Key Stage 2: Easter

### Key Question: What is the significance of the cross for Christians at Easter?

<p><b>About this unit</b></p> <p>This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across lower Key Stage 2. It gives opportunity to explore and develop the concepts of Salvation and Gospel. The focus for Year 3 is on how Christians remember the events of Holy Week, and in Year 4 the different ways in which the cross conveys the importance and message of Easter.</p> <p>It may be useful to consider Spring festivals from other faiths alongside Easter.</p>	
<p><b>Concepts</b> salvation, gospel</p> <p><b>Vocabulary</b> Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion</p>	
<b>Exploring</b>	<b>Learning Outcomes</b> <i>By the end of KS2 pupils should be able to</i>
What is the significance of religious festivals and rituals?	<ul style="list-style-type: none"> <li>identify the stories celebrated at festivals from different faiths</li> <li>explain the meaning behind the celebration of festivals and rituals from different faiths</li> </ul>
How do people express their beliefs?	<ul style="list-style-type: none"> <li>identify symbols and artefacts which are important for at least two different faiths</li> <li>explain how artefacts and symbols express the beliefs of faith members</li> <li>recognise different forms of religious and spiritual expression</li> </ul>
<p><b>Prior knowledge</b></p> <p>This unit builds on learning about Spring festivals in KS1</p>	
<p><b>Identify learning questions</b></p> <p>Who was at the Last Supper? Why were they there?            What is the symbolism of the bread and wine?            What did Jesus say to his disciples?            What happened in the Garden of Gethsemane?            What is meant by betrayal and denial?            What is the 'good news' of Easter for everyone?</p>	
<p><b>Enquiry:</b> consider</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• looking afresh at the events of Palm Sunday at the beginning of Holy Week</li> <li>• artwork depicting the Last Supper and the events in the Garden of Gethsemane</li> <li>• the significance of bread and wine</li> <li>• the symbols and actions Christians use to remember the Last Supper</li> <li>• the feelings of the disciples at the Last Supper</li> <li>• the actions of Peter and Judas following the Last Supper</li> </ul>	

## Lower Key Stage 2: Easter

### Key Question: What is the significance of the cross for Christians at Easter?

#### Year 4

- the key events associated with Holy Week from Palm Sunday to Good Friday
- how Christians remember and relive the events of Holy Week
- the symbolic meaning of the Easter ritual of the washing of feet on Maundy Thursday
- the contrast of Jesus' entry into Jerusalem on Palm Sunday and his actions on Maundy Thursday
- the events of Good Friday
- artwork depicting Mary the mother of Jesus at the crucifixion
- different styles of crosses from around the world and what they mean

#### Dive deeper, question further

How does the crucifixion offer 'salvation' for Christians?

Why is the festival of Easter an important celebration for Christians?

How do you think Mary, the mother of Jesus, felt when he was crucified?

How do Christians see Jesus as a saviour to the world?

#### Reflect on learning

Reflect on the symbolism of Jesus washing the disciples' feet

Why is Friday called 'Good' Friday?

Contrast the sadness of Good Friday with the joy of Palm Sunday

How does Christian music communicate feelings at Eastertime?

#### Demonstrate new understanding

Re-enact an event in the Easter story through music and drama

Storyboard accounts of the events of Holy Week, using the different gospels

Make a depiction of a key event in Holy Week and add an explanation

Create a cross to show hopes for the future in the style of an El Salvador cross

#### Links to Understanding Christianity

Unit 2A. Salvation

#### Progression exemplars

**Describe the events of Holy Week and how Christians remember them today**

**Explain the meaning of the cross for Christians and how it conveys the Easter message**

*This contributes to the following End of Key Stage statements:*

- **Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals**
- **Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today**

## A programme of units for RE - Key Stages 1 & 2

*These units of learning offer a scheme of work with built-in progression and coverage of all statutory aspects of the agreed syllabus.*

*Teachers may adapt them in any order to fit with other curriculum planning.*

	KEY STAGE 1		KEY STAGE 2 (lower)		KEY STAGE 2 (upper)	
	Y1	Y2	Y3	Y4	Y5	Y6
AUTUMN	1.1 Belonging <i>Who belongs?</i>	2.1 Lead us not into temptation <i>Right or wrong?</i>	3.1 Remembering <i>Why remember?</i>	4.1 Communities <i>Where is religion?</i>	5.1 Expressions <i>How is belief expressed?</i>	6.1 Justice and freedom <i>Is it fair?</i>
	KS1 CHRISTMAS		KS2 CHRISTMAS 1		KS2 CHRISTMAS 2	
SPRING	1.2 Worship <i>Why worship?</i>	2.2 Believing <i>What is true?</i>	3.2 Founders of faith <i>Who, what and when?</i>	4.2 People who inspire us <i>What makes a saint?</i>	5.2 Faith in action <i>What are the challenges?</i>	6.2 Living a faith <i>What is identity?</i>
	KS1 EASTER		KS2 EASTER 1		KS2 EASTER 2	
SUMMER	1.3 What a wonderful world <i>Why is the world special?</i>	2.3 Questions, questions <i>What are the Big Questions?</i>	3.3 Sacred places <i>What is sacred?</i>	4.3 Our world <i>Who cares?</i>	5.3 Pilgrimage <i>Why pilgrimage?</i>	6.3 Hopes and visions <i>What is life about?</i>