

End of lower Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
<ul style="list-style-type: none"> make clear links between texts/sources of authority and the key concepts studied 	<ul style="list-style-type: none"> describe how people show their beliefs in how they worship and in the way they live 	<ul style="list-style-type: none"> raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
<ul style="list-style-type: none"> offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> give good reasons for the views they have and the connections they make

These general outcomes are related to specific content within the unit outlines on pp.61-72.

End of upper Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
<ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
<ul style="list-style-type: none"> give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority 		<ul style="list-style-type: none"> consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

These general outcomes are related to specific content within the unit outlines on pp.75-86.

Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims, Hindus and Jews**. Pupils may also encounter other religions and worldviews (including non-religious worldviews) in thematic units.

Unit key questions

Lower Key Stage 2	Upper Key Stage 2
L2.1 What do Christians learn from the Creation story?	U2.1 What does it mean if Christians believe God is holy and loving?
L2.2 What is it like for someone to follow God?	U2.2 Creation and science: conflicting or complementary?
L2.3 What is the 'Trinity' and why is it important for Christians?	U2.3 Why do Christians believe Jesus was the Messiah?
L2.4 What kind of world did Jesus want?	U2.4 How do Christians decide how to live? 'What would Jesus do?'
L2.5 Why do Christians call the day Jesus died 'Good Friday'?	U2.5 What do Christians believe Jesus did to 'save' people?
L2.6 For Christians, what was the impact of Pentecost?	U2.6 For Christians, what kind of king is Jesus?
L2.7 What do Hindus believe God is like?	U2.7 Why do Hindus want to be good?
L2.8 What does it mean to be Hindu in Britain today?	U2.8 What does it mean to be a Muslim in Britain today?
L2.9 How do festivals and worship show what matters to Muslims?	U2.9 Why is the Torah so important to Jewish people?
L2.10 How do festivals and family life show what matters to Jewish people?	U2.10 What matters most to Humanists, Christians? <i>Christians and non-religious, with opportunities to include other faiths studied</i>
L2.11 How and why do people mark the significant events of life? <i>Christians, Hindus, Muslims, non-religious</i>	U2.11 Why do some people believe in God and some people not? <i>Christians, non-religious</i>
L2.12 How and why do people try to make the world a better place? <i>Christians, Muslims, non-religious</i>	U2.12 How does faith help people when life gets hard? <i>Christians, Muslims and/or Jews and/or Hindus, non-religious</i>

Note: There are sufficient questions here for one per half-term, assuming 6–8 hours of teaching time per unit. Teachers should plan a balanced programme that enables pupils to build on prior learning and gain a coherent understanding of the religions and beliefs studied, achieving the unit outcomes. This will be demanding, especially in the early days of implementation. Teachers should remember that not all of the suggested content needs to be covered: they should select content sufficient to enable pupils to achieve the outcomes.

See p.147 for a sample long-term plan. Additional guidance will be provided for small schools with mixed-age classes.

Additional units: Church schools who are teaching Christianity for two thirds of their RE timetable will find additional units for upper KS2 available in the *Understanding Christianity* resource pack:

- How can following God bring freedom and justice? [People of God]
- What difference does the Resurrection make for Christians? [Salvation]