

# All Saints Multi Academy Trust Birmingham

## RE scheme of work LKS2

**Year Three** – only follow the LIEP units for relevant cycle (i.e. work to support trips) **Year Four** – follow all content for relevant cycle

Term	Topic	Learning intentions	Ideas
Autumn 1 (Cycle A)	The Bible	Key dates and events in the bible Different versions of the bible – how did it end up in English? Famous verses in the bible Key individuals – Moses, David, Jesus, Paul Links to Harvest?	This topic is aimed at giving the children a greater understanding of the bible as a holy book. Ensure children understand when it was written and how it has stayed the same over time. Look at how the bible came to England and when it was first in English. Share stories of key figures in the bible. Use drama or art to bring these alive for the children. Why do Christians celebrate harvest? What references are there to it in the bible? Joseph, Ruth, parable of the seeds etc
Autumn 2 (Cycle A)	Celebrations	Diwali Eid Christmas *main focus	Look at how different festivals are celebrated in detail from each religion What are the similarities and differences? Focus on Christmas, after learning about other festivals, encourages children to recognise significant parts of Christmas celebrations that link to the Christian faith. How does Christmas remind Christians about who Jesus?
Spring 1 (Cycle A)	<b>Visiting a church</b>	What are churches used for and why? What special features do churches have? What links to the bible are there?	Children need to be prepared to ask questions when they visit the church. Ask the children what they want to know and discuss their questions Look at different church buildings from different denominations and find out what is similar/different. Why? What are the key things needed in a church building? Children to design their own churches.

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<p>Spring 2 (Cycle A)</p>	<p><b>Visiting a pagoda</b></p>	<p>Life as a Buddhist monk Traditional Buddhist stories The noble eightfold path</p>	<p>Ensure children have a basic understanding of Buddhism before visiting the pagoda. They should be in a position to ask questions and answer questions about the faith. Focus on life of Buddhist monks around the world. How does their lifestyle compare to ours? Link this to basic teachings and discuss the children's opinions of the noble eightfold path.</p>
<p>Summer 1 (Cycle A)</p>	<p>Charities</p>	<p>How do people in different religions support people around the world? What charities exist? What are the similarities and differences? What charity would you create?</p>	<p>Look at a range of charities and what they are for. Why do people give money? Look at Christian Aid and Islamic Relief. What are the purposes of these charities? How are they different? After researching the influence and impact of charities, children to create their own charity/create a campaign for Christian Aid or Islamic relief.</p>
<p>Summer 2 (Cycle A)</p>	<p>Hinduism</p>	<p>Hindu Gods and Goddesses In particular the Trimurti Traditional stories of Hindu Gods Aum symbol Life as a Hindu Hindu celebrations</p>	<p>By the end of the unit children should have a good understanding of the Hindu faith and what it means to follow the religion. The stories of the Gods are fabulous for bringing to life in drama or for showing through art. Children can investigate what life is like as a modern Hindu and how the stories are interpreted today.</p>

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Autumn 1 (Cycle B)	What did Jesus teach?	TO learn about the parables: The lost sheep, The good Samaritan The prodigal son The banquet The unforgiving servant	In each parable, Jesus is teaching something about God (shepherd, father, king etc. Can the children spot these images and work out what Jesus is saying about God and Christians? Children to have a go at either drawing or writing their own parable to show something of their understanding of God.
Autumn 2 (Cycle B)	Christmas/ Christianity through art	Looking at different art styles in Christianity Different focuses (i.e. the trinity, bible stories, the holy spirit etc.) How is the nativity depicted in art? Look at paintings, sculptures etc. Children to create their own images of the nativity using different art forms	Art is used regularly to explore and present faith, Encourage children to discuss how it makes them feel and their opinions of it. Ensure children have a really good understanding of the full nativity story (including King Herod!) and discuss how the characters involved would be feeling. Encourage children to express this through an art form (Could very easily link with creative Christmas topic!)
Spring 1 (Cycle B)	<b>Visiting a Synagogue</b>	The Torah Significance of Abraham and Moses Shabbat Bar Mitzvah	Children need to have a basic understanding of life as a Jew. Focus on the Torah and key stories about Moses and Abraham. Ensure they understand that this was the beginning of the Torah. Children to look at the Shabbat meal as a weekly family ceremony and understanding the significance of the Bar Mitzvah.
Spring 2 (Cycle B)	<b>Visiting a Mosque</b>	The 5 pillars of Islam The Qu'ran and its teachings Who is Mohammed?	Ensure children are prepared to ask questions and have enough information to answer questions. Look at the fundamental teachings of islam, in particular the 5 pillars. Ensure children are confident in their understanding of basics of the faith and can explain aspects of daily muslim life.
Summer 1 (Cycle B)	Belonging	Ceremonies for new babies Family life in different faiths – compare and contrast What does belonging to a religion feel like? Community?	Get the children to recap on previous work on communities and where they belong. Focus on ceremonies for babies in the main world faiths. What is the same and what is different? Encourage children to share their own home life traditions and compare these to regular events that happen in faith households (ie, visiting a place of worship, saying prayers etc)



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			Ensure that children are continuously seeing that in a multicultural city people live in different ways but there are many similarities.
Summer 2 (Cycle B)	Sikhism	The founding of the Khalsa The amrit ceremony The 5 Ks Guru Nanak and Guru Gobindh Singh	Children need to end this unit having a secure understanding to the Sikh faith and how it differs to others. Use the ceremonies as a way to introduce the religion and look in detail at the 5 Ks and the lives and stories of the Guru's. Ensure children ask questions at the beginning of the unit to ensure their ideas are covered in the unit.