

All Saints Multi Academy Trust Birmingham

RE scheme of work UKS2

Term	Topic	Learning intentions	Ideas
Autumn 1 (Cycle A)	Christian focus Who is Jesus?	<ul style="list-style-type: none"> • Historical understanding of Jesus • Why were his miracles so impressive? • What did different people think of him? • Why did people want him dead? • Who did Jesus claim to be? • Why is Jesus being the son of God so significant for Christians? 	This topic is intended to give the children a bit more depth to their understanding of Jesus and his significance to Christianity. Children should be encouraged to discuss each aspect of his life and come to their own conclusions about the aspect of him as a historical figure and the son of God. Encourage lots of discussion and sharing of opinions.
Autumn 2 (Cycle A)	Relating religions Prophets in the bible – links to Judaism and Islam	Abraham Moses Jeremiah Jesus <ul style="list-style-type: none"> • How are these men recognised in each faith? What historical evidence can be found for the links between them? • Links in celebrations? • Christmas, Eid, Easter Passover etc 	By researching each of these key prophets in the Christian, Muslim and Jewish faith, children should be able to create their own links between the religions. By the end of the topic they should be able to see similarities and differences between the three scriptures and explain why people of each faith have a different understanding. (I.e. Jews are still waiting for a messiah, Muslims believe Jesus was a prophet, Christians see him as the son of God) Encourage the children to do as much research as possible - use ICT suite if available.
Spring 1 (Cycle A)	Visiting a synagogue	Passover – What is it? Background story of Passover Food linked with Passover How is it celebrated today?	By focusing on the story of Passover, children should understand some of the key themes that will come from a visit focussing on 'faith through art'. Children need to understand both the story of Exodus (Moses, the plagues and escape to the desert), which they can then relate to experiences in the Synagogue. They need to

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			<p>understand how modern day Jews remember Passover and why it is so significant so many years later.</p> <p>Look at some artwork linked to Passover that can be shared either before or after the trip.</p>
Spring 2 (Cycle A)	Visiting a pagoda	<p>Meditation – how is it used?</p> <p>How does it differ around the world?</p> <p>Writing own relaxation/meditations</p>	<p>Similar to the prayer topic last year, children should explore how and why meditation is used in religion. What are the key parts that are key to being successful and what impact does it have on peoples wellbeing. Encourage children to have a go at various relaxation/meditation techniques and then write their own.</p> <p>NB. Children can really struggle with silence and staying still. It can be an unusual sensation for them if they fall asleep with TVs on etc. so plan to practise it a few times!</p>
Summer 1 (Cycle A)	Christian focus – Prayer	<ul style="list-style-type: none"> • How do Christians speak to God? • The Lords prayer • Answers to prayer/miracles today • What would you want to ask God today? 	<p>This topic allows for a better understanding of day-to-day Christian life. It may be worth asking Christians to speak to the children about their own experiences. Look at examples of answers to prayer both in the bible and in the media. (Ask Helen about her friends little boy who was brought back from nearly dying or Carol for many examples!)</p> <p>Get the children to develop their own ideas about questions they would want to ask God and help them discuss what the answers might be.</p> <p>http://www.barnabasinschools.org.uk/talking-about-prayer-key-stage-2-what-helps-people-pray/</p>
Summer 2 (Cycle A)	Relating religions How does faith	<p>How does faith help us at different stages in life?</p> <p>Who decides what we believe?</p>	<p>Coming towards the end of the school year this is a great chance to get the children to reflect on their own ideas that have been shaped and formed over the year. Get the children</p>



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	help us in life?	What impact do family/school/culture have? How can faith influence life choices?	to discuss what impact faith has on different families. (Look at examples on BBC learning clips from a range of religions.) What about how we choose to live life, look at the impact on faith on looking after your family, getting married etc Ensure each example is linked to a certain religion to give children clear facts from other faiths that they can use to reflect on their own lives.
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Term	Topic	Ideas	
Autumn 1 (Cycle B)	Christian focus Jesus early life	Jesus as a refugee What was life like in Israel? Growing up as a Jewish child Prophesies of who Jesus would be.	Look at the journey Jesus took as a baby to Egypt and back to Israel. Why? How does this story reflect with peoples lives today? Get the children to research life in Israel today and 2000 years ago. What's changed, what's the same? What is life like as a Jewish child, how would this have impacted Jesus' life and world understanding? What prophesies were made in the Old Testament that gave a clue that Jesus was coming? These are a few examples: Isaiah 9:1-7 Micah 5:2 Zechariah 9:9
Autumn 2 (Cycle B)	Relating religions Courage	How does faith impact courage? Key individuals from different faiths Esther – Judaism Corrie Ten Boom – Christian Gandhi – Hindu Tariq Jahan(dad in Bham riots) - Islam	Look at the impact faith has on people's courage. What is it that makes them step forward when others haven't? Look at the examples from each religion and spend time discussing and reflecting on how these people were able to stand up for others. Use drama or hot seating to explore further. The above link has some other examples that might be useful for this topic http://www.manchester.anglican.org/upload/userfiles/file/PDF/Resources%20for%20schools/Year%206%20Christianity.pdf



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Spring 1 (Cycle B)	LIEP focus Visiting a church	<ul style="list-style-type: none"> • How have churches changed over time? • What different denominations exist? • Is one right or wrong? • How do Christians use churches to display their faith? • Are the buildings just used on a Sunday? 	During the LIEP trip, children will be focusing on Art through Faith, this can be developed after the trip if appropriate. With all the LIEP trips, children need to have enough knowledge to ask questions and put their learning into practise. This topic is great for looking at the relevance of churches and how faith is lived out today. Encourage lots of dialogue and get visitors from different churches to come and discuss with the children if appropriate.
Spring 2 (Cycle B)	LIEP focus Visiting a mosque – Muslim values	<ul style="list-style-type: none"> • What do Muslims believe about God and the prophet? • How do Muslim values fit with modern life? • Modesty • Caring and compassion • Looking after creation 	This topic fits well for allowing children to have a better understanding of what it means to be a Muslim in day-to-day life. The focus on the trip will be faith through art but will show the children a lot about Muslims understanding of God and the use of his image. This could lead to some great discussions or artwork being produced
Summer 1 (Cycle B)	Christian focus Worship	What does it mean to Worship God? How does it affect everyday life?	<p>What does worship mean? What types of worship can you have?</p> <p>What/who do we worship? (i.e. what's important in life?)</p> <p>How can you create an atmosphere for worship?</p> <p>Why do Christians worship God?</p> <p>Look at some song lyrics from famous hymns/modern songs. What is the focus of them?</p> <p>Children can have a go at writing their own worship songs/prayers/reflections.</p>
Summer 2 (Cycle B)	Relating religions	Look at where major religions are worshipped	Depending on circumstances in the news, this theme could go in many directions! Look at examples in Africa or the middle



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	<p>What impact does faith have around the world?</p>	<p>What happens when faiths clash? Examples of people working in mixed communities How do we make the most of Birmingham's different faiths?</p>	<p>east where faiths are fighting each other. Give the children opportunities to discuss why this is happening and what needs to change for it to stop. Find successful examples of people living in harmony (preferably in Birmingham) and get the children to reflect on what is special about their community.</p>
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