

RE – Programme of Study KEY STAGE 2

Suggested beginning with implicit learning beginning with the experience of the learner (learning from Religion and Experience). Regarding the explicitly religious material (Learning about Religion and Human Experience), when covering each study unit, the main emphasis will be on Christianity. Please see Essex Agreed Syllabus for further support.

Prior learning	Special people What is special about me, the special people around me and the special people in the community. Respecting parents. The belief that everyone is special God and that some Christians have family saints. About famous people and the statues and monuments of special people.	Special Words and Stories Special books, stories, poems, rhymes, songs, letters and cards. Stories about Jesus shared with students. School prayers, national anthems, cub/brownie promise and road signs.	Special Things in Nature Our pets, flowers, house plants, gardens, seasons, recycling, light, water, parks, woods, countryside, wildlife parks/zoos, the need to look after the environment.	Special Ways of Living Daily rituals in our lives, things we enjoy doing, hobbies/interests, holidays, what we do at the weekends, showing kindness, care and love, Christmas and Easter, Harvest Festival, giving to charity, healthy living, carbon footprint, wasting/preserving energy, renewable energy.
Taught content: Knowledge/Skills KS2	Christianity I can describe key events in Jesus’ life. I can explore Jesus’ twelve disciples. I can explore the key features of a church.	Islam I can explore the main beliefs of Islam. I understand the importance of Mohammad to the Islamic faith. I can describe the key features of a mosque. I know the main festivals celebrated in Islam.	Sikhism I can explain who founded Sikhism and where. I can explain the main beliefs in Sikhism. I can explain what makes the Gurdwara a special place for Sikhs. I can name and describe some special Sikh festivals	

		I can compare Jesus’ baptism and a modern day baptism. I can explain what the bible is and the two key sections. I can name and explain the main Christian festivals.	I describe what life looks like for a Muslim. I can explain what the Muslim holy book is and how it is used	I can explain what the Sikh holy book is and how it is used. I can name and explain the meanings of Sikh symbols
Subsequent learning	Values and Commitment Learning from Religion Teachings of different religions in relation to a range of moral choices and ethical issues. Wealth and Poverty (Brandt Report - Charity and Christianity). Learning about Religion Pupils’ own and others’ responses to questions of morality and ethics, values and commitments, and the implications of these for their own and other people’s lives. What inspires and influences pupils in terms of values and commitments. The challenges of belonging to a religion in the	Meaning, Purpose and Truth Learning from Religion Questions of meaning, purpose and truth Pupils’ own and others’ responses to questions of meaning, purpose and truth. The challenges of belonging to a religion in the contemporary world, in terms of holding beliefs that run counter to mainstream scientific opinion. How did the universe begin? Religion and Science. Is God real? Buddhism Learning about Religion Ultimate questions that confront humanity Religious truth claims in relation to ultimate questions: What happens to us when we Die? Dharma and Karma. Hinduism Buddhism and Christianity. Religion and science: issues of truth, explanation, in exploring the above, pupils will develop understanding of variety, relationships, similarities and differences within and between religions.	Identity, Diversity and Belonging Learning from Religion Questions of identity and belonging. Questions of human relationships and society. The challenges of belonging to a religion in the contemporary world. Can football/Star Wars/Celebrity be classed as Religion? Learning about Religion How many people gain a sense of meaning and purpose, identity and belonging through religion. How religion has contributed to the sense of identity of different societies, nations and cultures. The richness and occasional tensions brought about by the interaction of religious, cultural, ethnic and national identities in contemporary UK society. World Tour of Religion. Visiting Faith communities.	

Alderwood Engage Springboard – RE Programme of Study 2025/26



	contemporary world, in terms of values and commitments.		
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