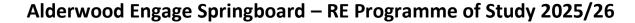




RE – Programme of Study KEY STAGE 2

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	Specia	l people	Special Word	s and Stories	Special Things in Nati	ure	Special Ways of Living	
	What is special about me,		Special books, stories,		Our pets, flowers, house		Daily rituals in our lives,	
	the special people around		poems, rhymes, songs,		plants, gardens, seasons,		things we enjoy doing,	
	me and the special people		letters and cards. Stories		recycling, light, water,		hobbies/interests, holidays,	
	in the community.		about Jesus shared with		parks, woods, countryside,		what we do at the	
	Respecting parents. The		students. School prayers,		wildlife parks/zoos, the		weekends, showing	
	belief that everyone is		national anthems,		need to look after the		kindness, care and love,	
	special God and that some		cub/brownie promise and road signs.		environment.		Christmas and Easter,	
Christians have family saints. About famous people and the statues a		ans have family					Harvest Festival, giving to	
		About famous					charity, healthy living,	
		e and the statues and					carbon footprint,	
	monur	ments of special					wasting/preserving energy,	
	people	2.				•	renewable energy.	
Taught content: Knowledge/Skills Chri		Christianity	Christianity		Islam		Sikhism	
KS2		I can describe key events in Jesus' life.		I can explore the main beliefs of Islam.		I can explain who founded Sikhism and where.		
		I can explore Jesus' twelve disciples.		I understand the importance of Mohammad to the Islamic faith.		I can explain the main beliefs in Sikhism.		
		I can explore the key features of a		I can describe the key features of a mosque.		I can explain what makes the Gurdwara a special place for Sikhs.		
		church.		I know the main festivals celebrated in Islam.		I can name and describe some special Sikh festivals		





I can compare Jesus' baptism and a modern day baptism.

I can explain what the hible is and

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.



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contemporary world, in	
terms of values and	
commitments.	