

Religious Education Key Stage 2

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS2 Religious Education is formed of 6 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Christianity	Year 3	10
2 Islam	Year 4	10
3 Buddhism	Year 5	10
4 Humanism	Year 5	10
5 Sikhism	Year 6	10
6 Hinduism	Year 6	10



3. Lessons

Unit 1 Christianity

10 Lessons

Lesson number	Lesson question	Pupils will learn
1.	Who was Jesus?	<ul style="list-style-type: none">• The four perspectives of Jesus as presented through each of the gospels• Jesus as Saviour, Messiah, Redeemer, Conqueror• The salvation story• The significance of resurrection• Incarnation, including the miracles of Jesus
2.	What is the Holy Trinity?	<ul style="list-style-type: none">• The oneness of God and Christianity as a monotheistic religion• The three persons of God: Father, Son and Holy Spirit• The Council of Nicea and the Nicene Creed



3. What are the parables of Jesus?

- Why Jesus told parables, and what they can teach Christians about God and how to live
 - The Good Samaritan
 - The Sower
 - The Wise and Foolish builders
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4. What is the sacred text of Christianity?

- The structure of the Bible, including the Old and New Testaments
 - The authorship of the Bible and its status as a source of wisdom and authority
 - Different approaches in interpreting around the Bible
 - The Four Gospels
 - The Book of Revelation
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5. Where do Christians worship?

- Common features of a church including: altar, font, lectern, pulpit, crucifix
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6. What are the Christian celebrations?

- Holy Week including Easter
 - Advent, Christmas and Epiphany
 - All Saints Day
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7. To write an essay about what makes Christianity unique (Part 1)

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of: What makes Christianity unique?
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8. To write an essay about what makes Christianity unique (Part 2)

- Pupils will review and bring together their knowledge to write a synoptic essay aimed at answering the question of: What makes Christianity unique?
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9. How do Christians express their faith today?

- The belief of Agape (unconditional love), with reference to the parable of the Good Samaritan
 - The role and diversity of Christian art, Christian symbols, Christian dress
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10. Can I improve my essay about Christianity?

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of: What makes Christianity unique?
-



Lesson
number

Lesson question

About the lesson

1.

How did the religion of Islam begin?

Pupils will learn

- The historical Muhammad, including the region in which Islam began and expanded from (Mecca and Medina within modern day Saudi Arabia)
- The belief that the Muhammad was the final prophet and messenger of God
- Muhammad had many revelations which were later written down

2.

What do Muslims believe?

Pupils will learn

- How Islam means 'submission'
- Belief in the existence and oneness of God (Allah).
- Belief in the existence of angels.
- Belief in the existence of the books of which God is the author: especially the Quran (revealed to Muhammad).
- Belief in the existence of all Prophets.

Essential additional subject-specific information

- Belief in the existence of the Day of Judgement. Belief in the existence of God's predestination.



3. What are the five pillars of Islam?

Pupils will learn

- Shahada: the declaration that, 'There is no god but God, and Muhammad is the Messenger of God'.
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4. What is the holy book of Islam?

Pupils will learn

- The Qur'an as the word of God, delivered by the angel Jibril and recited by Muhammad.
 - The respect that the Qur'an is treated with by Muslims
 - The status of the Qur'an as a source of wisdom and authority
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5. Where do Muslims worship?

Pupils will learn

- Prayer taking place within the Sujud position (prostration)
 - Prayer as an act of submission to Allah
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6. What are the festivals of Islam?

Pupils will learn

- The Holy month of Eid-al-fitr: the end of Ramadan
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7. To write an essay about Islam (Part 1)

Pupils will learn

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of: What makes Islam unique?
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8. To write an essay about Islam (Part 2)

Pupils will learn

- Pupils will review and bring together their knowledge to write a synoptic essay aimed at answering the question of: : What makes Islam unique?
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9. How do Muslims express their faith?

Pupils will learn

- The diversity of religious expression within the religion of Islam
 - The central concept of 'submission' within Islam
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10. Can I improve my essay about Islam?

Pupils will learn

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of what makes Islam unique.
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Lesson
number

Lesson question

Pupils will learn

1.	Who was Siddhartha Gautama?	<ul style="list-style-type: none">• The story of how Siddhartha Gautama became the first person to achieve enlightenment.• The four sights• The spread of Buddhism and how it has split into distinct schools or traditions
2.	What are the four noble truths of Buddhism?	<ul style="list-style-type: none">• The buddha's understanding of the four noble truths• The truth of suffering• The truth of the cause of suffering• The truth of the ending of suffering• The truth of the path to ending suffering
3.	What is the eightfold path?	<ul style="list-style-type: none">• The oral tradition within Buddhism• The collected texts, including the Tipitaka



4. Which festivals do Buddhists celebrate?

- The importance of Wesak for Buddhists
 - Celebrating the life of the Buddha, alongside Dharma and Sangha (not worshipping a god)
 - Alms-giving, chanting and 'bathing the Buddha'.
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5. Why do Buddhists meditate?

- Different forms of meditation
 - The role of objects such as candles and flowers and their significance in reminding Buddhists of impermanence
 - The relationship between the mind, the body, and the world
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6. What is life like inside a Buddhist monastery?

- The monastic order within some Buddhist traditions.
 - The concept of asceticism.
 - Examples of daily routine within a buddhist monastery.
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7. Who is the Dalai Lama?

- The tradition of Tibetan Buddhism
 - The role and status of the Dalai Lama
 - The teachings of the current Dalai Lama
 - The concept of reincarnation, and process for selecting a new Dalai Lama
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8. To plan and write an essay about Buddhism (Part 1)

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of: What makes Buddhism unique?
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9. To plan and write an essay about Buddhism (Part 2)

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of: What makes Buddhism unique?
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10. Can I improve my essay?

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of: What makes Buddhism unique?
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Lesson
number

Lesson question

Pupils will learn

1.

What is a human?

- In this lesson, we are going to introduce some key beliefs that Humanists hold.
- These include where humans come from and the qualities that make humans special.
- We will learn the terms theism, atheism and agnosticism and relate these to Humanist beliefs.

2.

Where do Humanists find their truth?

- In this lesson, we are going to look at different ways that Humanists find the truth and decide what to believe.
- We can then learn more about how Humanists view the world around them.

3.

How do Humanists work out what is right or wrong?

- In this lesson, we will think about why we have rules in our everyday lives and where those rules come from.
- We will then look at the ways that Humanists decide what is right or wrong and decide on the best course of action in different situations.



4. What do Humanists believe about life and death?

- In this lesson we will think about why Humanists value life, and what they believe happens after death.
 - We will look at ways Humanists can remember those who died and use this to live their lives fully and find happiness.
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5. How do Humanists celebrate different life events?

- In this lesson we will learn about the different ways that Humanists celebrate different life events such as marriage, a new child entering a family and funeral ceremonies for those who have died.
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6. What are Humanists' goals for society?

- In this lesson we will recap some of the core beliefs that Humanists hold.
 - We will then apply these to wider society and explore what Humanists want our society to be like.
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7. What famous Humanists can we learn from?

- In this lesson we will recap some of the core beliefs of Humanism.
 - We will then look at some famous Humanists from the worlds of science and philosophy, and think about how their Humanist outlook influenced their work.
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8. Can I plan an essay about Humanism?

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of : Why is Humanism not a religion?
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9. Can I write an essay about Humanism?

- Pupils will review and bring together their knowledge to write a synoptic essay aimed at answering the question of: Why is Humanism not a religion?
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10. Can I improve my essay about Humanism?

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of: Why is Humanism not a religion?
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Lesson
number

Lesson question

Pupils will learn

1. How did Sikhism begin?

- The life of the Guru Nanak, and how the religion of Sikhism was founded, developed and spread.
- The oral tradition of Sikhism.

2. Who were the ten gurus?

- The succession of gurus following Nanak, and how they developed the faith through poems, songs, teaching and deeds.
- How the volumes of collected writings are now understood as the Guru Granth Sahib.

3. What are the 5 Ks of Sikhism?

- The five Ks of Sikhism and what they represent: Kesh: (uncut hair)
 - Kara: (a steel bracelet)
 - Kanga: (a wooden comb)
 - Kaccha: also spelt, Kachh, Kachera (cotton underwear)
 - Kirpan: (steel sword)
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4. What are the holy scriptures of Sikhism?

- The Guru Granth Sahib as a source of wisdom and authority
 - Extracts from the Guru Granth Sahib, appreciating the variety of literary forms
 - How the Guru Granth Sahib helps Sikhs to understand how to live and worship
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5. What do Sikhs believe about God?

- The Dharmic traditions within the region at the time of Guru Nanak
 - The Mughal Empire and tensions with the spread of Islam
 - Sikhism as a monotheistic religion, with the supreme deity of Waheguru
 - The nature of God as revealed through the Mool Mantra
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6. Where and how do Sikhs worship?

- Common features of Gurdwaras
 - The concept of langar, and its historic importance and wider meaning
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7. How do Sikhs express their faith today?

- Examples of the diverse lived experiences of Sikhs
 - The Sikh communities within the United Kingdom
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8. Can I plan an essay about Sikhism?

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of: What makes Sikhism unique?
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9. Can I write an essay about Sikhism?

- Pupils will review and bring together their knowledge to write a synoptic essay aimed at answering the question of: What makes Sikhism unique?
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10. Can I improve my essay about Sikhism?

- Pupils will review and bring together their knowledge to improve their essay answering the question of: What makes Sikhism unique?
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Lesson number	Lesson question	Pupils will learn
1.	How did Hinduism begin and develop as a religion?	<ul style="list-style-type: none">• Understand the historical origins of Hinduism, and how these are understood through western perspectives (e.g. the term Hindu for peoples who share the Vedas)
2.	How does dharma influence how Hindus live?	<ul style="list-style-type: none">• The basic teachings of the 'eternal truths', and how Dharma promotes right-living, respecting life and honouring the natural world
3.	What are Hindu beliefs about karma, samsara and moksha?	<ul style="list-style-type: none">• Beliefs around: The concept of the 'atman' or soul; the divine within• How the atman is reborn many times in a cycle• The ending of this cycle of rebirths is known as moksha• Karma means 'action', and the Hindu belief of the Law of Karma, which means that every action has a consequence• The type of life the atman is reborn depends on the Law of Karma



4. Who is Brahman to Hindus?

- The concept of Brahman as a Supreme Being
 - The concept of God within the natural world, especially within the River Ganges
 - How God can be described and thought about in different ways, with different names, and how these help Hindus understand God
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5. What is the story of Shiva and the Ganges?

- The story of Shiva and the Ganges
 - How although there are many names and forms of God, Shiva is a special and powerful form of God to worship
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6. What are some of the other important holy texts of Hinduism?

- The Ramayana: the 'epic poem' about Rama and Sita
 - Tell the story of Rama and Sita
 - The Mahabharata
 - The Bhagavad Gita
 - The Puranas: a collection of poems and stories about Lords Brahma, Vishnu and Shiva and Krishna.
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7. How do Hindus express their faith today?

- Holi: the festival of colours
 - How Holi is celebrated in different ways, including through powder paint and coloured water
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8. Can I plan an essay about Hinduism?

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of: What makes Hinduism unique?
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9. Can I write an essay about Hinduism?

- Pupils will review and bring together their knowledge to write a synoptic essay aimed at answering the question of: What makes Hinduism unique?
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10. Can I improve my essay about Hinduism?

- Pupils will review and bring together their knowledge to improve their synoptic essay aimed at answering the question of: What makes Hinduism unique?
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4. Learn More



Contents

Section number	Section contents
1.	Introduction to Oak's key stage 2 RE curriculum
2.	Coherence and flexibility
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusive and ambitious
6.	Pupil engagement
7.	Motivation through education

1. Introduction to Oak's key stage 2 RE curriculum

The following document outlines the Religious Education curriculum for Oak National Academy 2021-2022. Religious Education at Primary is taught as a discrete subject with 6 units of work for each year group. Each unit should last roughly one half term, with a total of 10 lessons for each unit. At the end of each unit, pupils organise and apply the knowledge that they have learnt. Below are the principles we have used in creating the curriculum.



2. Coherence and flexibility

We strive to support schools by giving them an online education offer that can be flexible to fit alongside their existing curriculum. We need to balance this together with coherence as complete flexibility would imply only standalone lessons where none can build upon any other. In striking this balance, we will lean towards giving the maximum flexibility possible (where this does not compromise coherence). This will mean that units of work can be selected and taught where they best suit schools. Coherence, then, will be within units, rather than between, although study of multiple units, especially taught within our suggested sequence, will give pupils a better understanding of the similarities and differences of major religions and worldviews.

Since there is no statutory programme of study in RE, our curriculum offers units in the Abrahamic and Dharmic religions, exploring the diversity of beliefs, practices and experiences within each religion.

3. Knowledge organisation

RE is made up of a matrix of elements. These include:

- **History:** For example, being able to understand Christianity requires a knowledge of the historical context of Judaism and Israel.
- **Beliefs:** For example, the belief by Muslims that Muhammad is the last prophet.
- **Practices:** For example, the practice of Passover has grown out of the belief that God saved Jews from Egypt.
- **Themes:** For example, the beliefs and practices of Islam and Christianity and how this impacts contemporary views around Relationships and Family.
- **Experiences:** For example, how faith communities come together on a day to day basis and share a sense of identity grounded within their religion.

All of these aspects of religion are explored in each of our units, helping pupils to gain a nuanced understanding of the unique nature of each.

Although there is flexibility for schools to use Oak materials in line with their own curriculum plan, the curriculum map provides a suggested sequence which would provide a coherent programme of study. In particular, we strongly suggest that those units contained within Year 5 and Year 6 are only taught at upper Key Stage 2, as these lessons have been designed with

those year groups in mind. As a result, the technical vocabulary necessary to access the learning is more sophisticated, with a higher reading age assumed.

Coherence within units, however, will be strong, framed around and driven by an overarching enquiry question promoting thought about what makes each religion or worldview unique. It is towards answering this question that knowledge will be organised.

4. Knowledge selection

In Religious Education, when a religious person knows something they hold a claim of some sort. They regard their claim as true. Therefore, knowledge of those beliefs is a form of factual knowledge, or 'second-order claims'. It is best to encourage pupils to regard knowledge claims, made by teachers, in these online lessons, about what a religious person believes and practices, as second-order claims. Alongside these 'second-order' claims, the substantive knowledge, we also want students to consider the disciplinary knowledge within religious studies: the methods of learning about religious beliefs and practices, the status of revelation for different groups within a faith, the influence and impact of Jewish thinking on Christian beliefs and teachings etc.

5. Inclusive and ambitious

We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. Our lessons, within units, will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all children can succeed, starting out with tasks that gain high levels of success. This will then build to longer high challenge, low threat tasks, which will be appropriately scaffolded and modelled. However, the aim of teaching is to bring all children to achieve, regardless of starting point. Schools, who know their pupils best, will be essential in directing pupils to the lessons that will most help them.

6. Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures; there will be regular 'pause points' (opportunities to answer questions, to do short tasks) that require them to use material studied during that lesson. This is done to emulate classroom teaching as much as possible. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction, just as we would with classroom teaching. Religious Education naturally tends itself towards narrative and debate, which are intrinsically motivating and help with engagement and memory.



7. Motivation through education

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate children through our subject. We believe that what we teach is inherently interesting, and that the joy of education is our primary motivator. We strongly believe this approach to Religious Education (intellectually stimulating, choice of the most powerful knowledge, structure of video lessons etc.) will build motivation in pupils. Lessons will be constructed in a way that builds self-efficacy throughout the lessons, and encourages them to respond positively to the build up of a challenge. We want students to be within the 'struggle zone' (Allison and Tharby, 'Making every lesson count'), where there is high challenge, low stress; where thinking is required; where effective education takes place. Each task will carefully manage cognitive load and therefore build motivation in the pupils.

