

## Religious Education: Key stage 2 - Opportunities and activities

The focus of teaching RE at KS2 may be on features of religions through giving pupils opportunities to learn about religions through:

- exploring and finding out about important features of Christianity and other religions, *e.g. beliefs, ideas, sounds, music, symbols, people, events, times, objects, books, places, activities and stories*
- collecting examples and evidence of religion in their surrounding area and the wider world, *e.g. visiting local places of worship in the local community and meeting the people involved*
- recognising similar features in different religions

learn from religion:

- that taking part in religious and spiritual activities is important to many people to use periods of silence and stillness as times of reflection
- to consider their personal thoughts about stories, pictures and music, ideas, life experiences and the natural world
- to express ideas, views, beliefs and feelings, *e.g. through the creative and expressive arts* to share the feelings, experiences and views of others
- about significant events or times in life and how we mark them, *e.g. birth, adulthood, marriage and death*
- that we all belong to groups or communities, including some that may be of a religious nature
- about right and wrong and fair and unfair in appropriate situations
- stories about values and relationships, *e.g. trust*
- that others may have different views, beliefs and practices
- that it is important to ask questions
- stories from different religions and cultures.

Given these opportunities in RE at KS2:

**all** pupils with learning difficulties (including those with the most profound disabilities) are encouraged to learn more about some of the characteristics of, and people associated with, religions. They have opportunities to develop further ways of expressing themselves.

**most** pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject realise that they are not the same as others; they do not always think, experience or believe the same things as others. They develop a fundamental sense of right and wrong.

**a few** pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject, ask questions about, compare and contrast aspects of religion and are able to personally reflect during times of stillness and quietness.

Throughout KS2, staff can maintain and reinforce the knowledge, skills and understanding introduced during KS1 by applying these in different areas, and introduce new learning.

These exemplar units of learning are supplementary to the Agreed Syllabus for RE (2011) are designed to be flexible and should be adapted to meet the needs of individual pupils.

The following activities show how this can be done and provide examples of an approach staff can take with other units:

### Unit 3.2 Faith Founders

*Pupils explore and investigate the Christian celebration of Easter*

They may:

- share the story using an appropriate text and illustrations
- explore artefacts that link with Easter, e.g. a wooden cross
- help to paint a frieze showing the story, or make an Easter garden for display
- ask questions about the story that show they have understood some of its main elements, e.g. suffering and joy
- think about the story and communicate their thoughts and feelings about it in a simple way
- share their work with others by reading or showing items, and by dancing, singing or playing percussion instruments
- produce a collage showing the main elements of the story using pictures or other means of communication to illustrate the importance of each part
- explore their own personal beliefs about Jesus and the Easter story and share these with others
- ask questions about the Easter story through looking at pictures of Jesus on the cross
- find out how Christians celebrate Easter by meeting and communicating with people and by looking at pictures and videos
- visit a local church and find artefacts and pictures that have links with the story
- meet local Christian leaders and ask them what they do at Easter
- share in an Easter assembly and learn appropriate songs.

This work can link to work in music, art and design, English and PSHE.

### Unit 5.1 Expressions of Faith

*Pupils explore and investigate Special books: The Qur'an*

They may:

- look at a variety of special books
- see and respect the washing of hands before the book is handled
- see that the Qur'an is kept on a high shelf and often read on a stand
- explore the Qur'an respectfully, noting its language and reading from right to left
- communicate what they think about the book
- use words or symbols to describe it, e.g. special, blue and gold
- find pictures of someone reading the Qur'an or draw their own
- listen to some of the stories that are in the Qur'an and illustrate them in ways appropriate for Islam
- make repeated printed patterns like those in the Qur'an and use them in a display of work, remembering they may contain God's name
- make their own cover for the Qur'an
- listen to a recording of the Qur'an being read or to a live recitation
- learn how God is described in the Qur'an, e.g. the ninety-nine names
- help to make a class 'special book'
- use pictures, videos and contact with people in the community to find out why the Qur'an is special and how Muslims use it, and present their work in a variety of ways
- present to others a character study of a person in the Qur'an or other Muslim stories.

This work can link to work in history, music, art and design, PSHE and English.