



UPPER KEY STAGE 2

INTRODUCTION

Editor: Stephen Pett

Writers: Lat Blaylock, Kate Christopher, Julia Diamond-Conway,
Fiona Moss and Stephen Pett

Illustrator: Emma Yarlett



Published by Christian Education Publications,
Imperial Court, Sovereign Road, Birmingham B30 3FH

© Copyright RE Today Services 2016, under licence in
collaboration with the National Society (Church of England
and Church in Wales) for the promotion of education.

Illustration: Copyright © 2016 Emma Yarlett

Every effort has been made to gain permission for the
inclusion of copyright material. The publishers
would be pleased to include correct attribution of any
inadvertently unattributed material in subsequent editions,
on being contacted by the lawful copyright holder(s).

RE Today are not responsible for the accuracy, content
or availability of third-party websites referred to in this
publication.

A CIP Catalogue record for this book is available from the
British Library.

All rights reserved. Permission is granted to educational
institutions that have purchased this publication to
photocopy pages or part pages containing a statement of
such permission, for classroom use only. No other part of
this publication may be reproduced in any material form
(including photocopying, storing or transmitting by
electronic means) without the prior permission of the
publisher, except in accordance with the provisions
of the Copyright, Designs and Patents Act 1988 and
amendments, or under terms of a licence issued by the
Copyright Licensing Agency Ltd, Saffron House, 6–10
Kirby Street, London EC1N 8TS, UK: www.cla.co.uk.

RE Today Services asserts its moral rights under the
Copyright Designs and Patents Act 1988 ('the Act') to
be identified as the author of this work.

Designed and typeset by: eplsdesign.com
Printed and bound in Wales by Stephens & George Limited

INTRODUCTION

This resource offers ideas and support in helping teach about Christianity in upper KS2. It builds on work done in KS1 and lower KS2, building the foundations for pupils' understanding in RE as they move through school.

THE UNDERSTANDING CHRISTIANITY APPROACH COMPRISES:

- three elements which run through all of the units, from EYFS to KS3:
 - Making sense of the text
 - Understanding the impact
 - Making connections.
- core Christian concepts, which tell the 'salvation narrative' or 'big story' of the Bible.
- knowledge 'building blocks' which set out core learning.

These are all outlined below, and more details are given in the **Teacher's Handbook** that came with this pack.

This resource seeks to encourage excellent and creative teaching by giving teachers confidence about the subject knowledge required, and offering a wide range of tried-and-tested activities for the classroom.

KEY PURPOSE

The key purpose of these materials is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

It does this by integrating pupils' developing understanding of significant theological concepts within Christianity with their own self-understanding and understanding of the world, as part of their wider religious literacy.

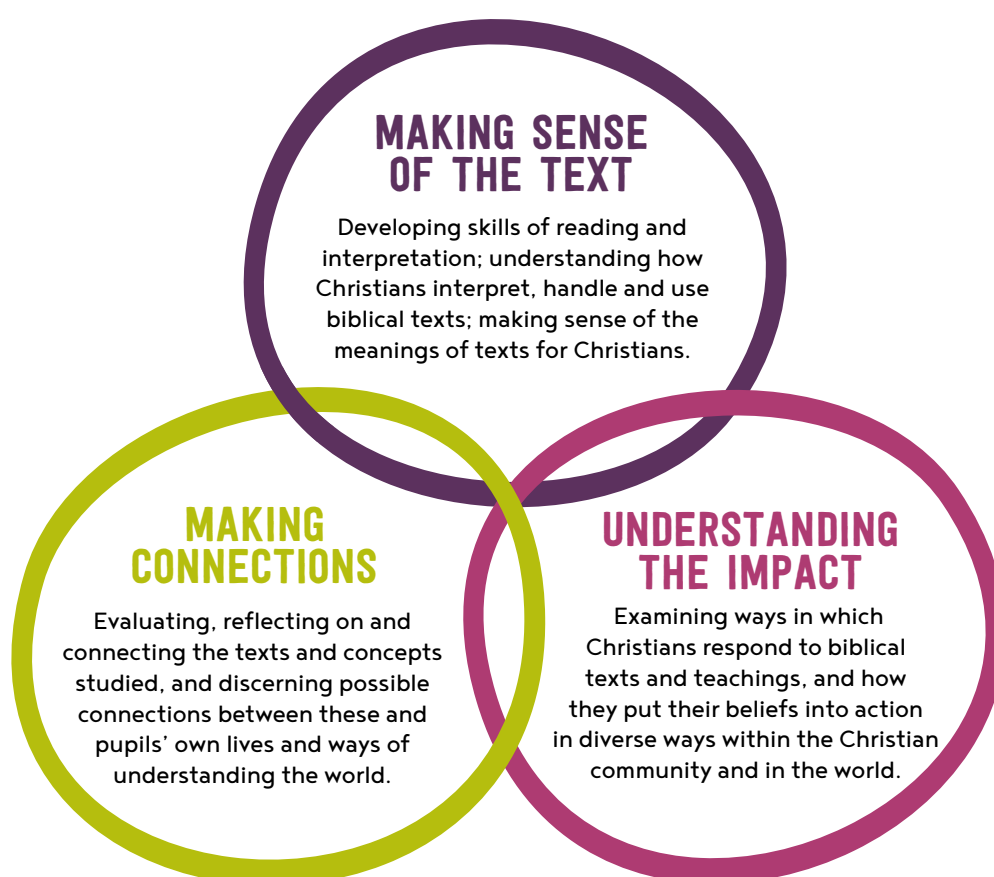
AIMS

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.



THE APPROACH

Understanding Christianity explores core Christian concepts. It starts with exploring what the Bible says, placing these ideas within the wider Bible story. Each unit addresses a concept, such as God, Creation or Gospel, through some key questions. It looks at some important teachings found in key Bible texts, and then explores their impact for Christians. Pupils have opportunities to learn from the ideas explored. Each unit incorporates the three elements below:



The units of work usually begin with a 'way in', then flow from '**Making sense of the text**', on to '**Understanding the impact**' of the text and the concept on the Church community and Christian living, then explore '**Making connections**'. This means that the move from text outwards through the world of the Christian and to the world of the pupil runs through each unit.

There is flexibility and freedom within this structure, however, hence the overlapping circles in the above diagram, and teachers are free to weave together activities from different elements to enable pupils to achieve the outcomes.



ACHIEVING THE OUTCOMES

Teachers are not expected to do all of the activities suggested, nor necessarily in the order presented. They should select activities as appropriate to their class's age and stage, in order to enable them to achieve the outcomes, as illustrated in the diagram above.

If they achieve the outcomes quickly, teachers can move on. Any additional activities can be used to embed understanding further.









CORE LEARNING AND DIGGING DEEPER

It is intended that all schools do the Core Learning units, which provide around 6-8 hours of teaching and learning. Some classes may make swift progress, and so teachers may like to move on to deepen learning by using the Digging Deeper unit. This section is also intended for those VA Church schools who may be studying Christianity for two-thirds of their RE provision.



CORE CONCEPTS AND THE 'BIG STORY' OF THE BIBLE

In order to give KS2 teachers the background to the resources, this is a summary of the core concepts that are explored as part of the 'big story' of salvation, as understood within Christianity. The Upper KS2 units explore all of the following concepts:

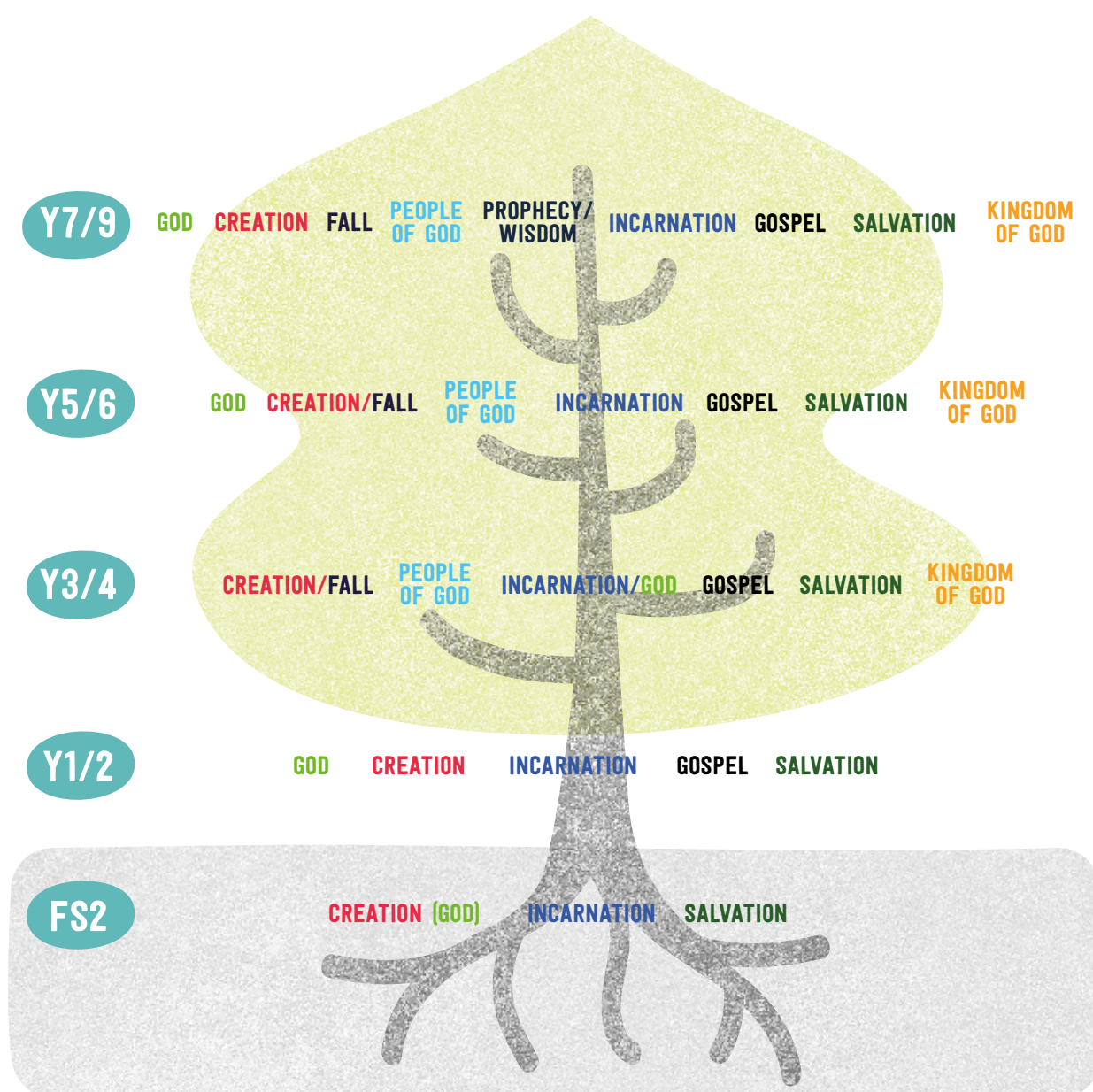
	GOD	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.
	CREATION	The universe and human life are God's good creation. Humans are made in the image of God.
	FALL	Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
	PEOPLE OF GOD	The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, ¹ who tried to persuade people to stick with God. The plan appears to end in failure, with the people of God exiled and then returning, awaiting a 'messiah' – a rescuer.
	INCARNATION	The New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.
	GOSPEL	Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God.
	SALVATION	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
	KINGDOM OF GOD	This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.

¹ Prophecy is a key concept that is explored in the project resources, along with the concept of 'wisdom' – which encompasses writing and teaching about how Christians should live and behave in relationship with God.

Pupils in upper KS2 will make progress in understanding some of the main beliefs and practices of Christianity as they arise from studying the above concepts. Pupils should begin to grasp the 'big story' and recognise its significance for ways in which many Christians understand the Bible and its importance in exploring God's dealings with humanity. Tying these concepts with the 'big story' frieze is a simple way in which it can be used throughout KS1 and KS2 to help pupils see how the story fits together.

The core concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school. These are explored through key questions, however, and so are not applied exclusively – links and connections will be made between concepts during units.

Teachers can see where pupils' learning will go as they move up the school by noting in the diagram below the way core concepts are re-visited in older year groups.



KEY QUESTIONS

CONCEPT	Y3/4	Y5/6
GOD	(See 2a.3)	2b.1 What does it mean if God is holy and loving?
CREATION/FALL	2a.1 What do Christians learn from the Creation story?	2b.2 Creation and science: conflicting or complementary?
PEOPLE OF GOD	2a.2 What is it like to follow God?	2b.3 How can following God bring freedom and justice?
INCARNATION	2a.3 What is the Trinity?	2b.4 Was Jesus the Messiah?
GOSPEL	2a.4 What kind of world did Jesus want?	2b.5 What would Jesus do?
SALVATION	2a.5 Why do Christians call the day Jesus died 'Good Friday'?	2b.6 What did Jesus do to save human beings? [Y5] 2b.7 What difference does the Resurrection make for Christians? [Y6]
KINGDOM OF GOD	2a.6 When Jesus left, what was the impact of Pentecost?	2b.8 What kind of king is Jesus?



KNOWLEDGE BUILDING BLOCKS

These indicate the kind of knowledge and understanding pupils are expected to begin to grasp through their RE activities in lower and upper KS2. The resources offer opportunities for pupils to grasp more than these, of course, but the intention is that it is better to focus on developing a deeper understanding of these few concepts than trying to go too broad too young.

GOD

End lower KS2 (9)

(See Incarnation)

End KS2 (11)

Pupils will know that:

- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.
- Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.
- Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.
- Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.
- Christians believe getting to know God is like getting to know a person rather than learning information.



CREATION AND FALL

End lower KS2 (9)

Pupils will know that Christians believe:

- God the Creator cares for the creation, including human beings.
- As human beings are part of God's good creation, they do best when they listen to God.
- The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').
- This means that humans cannot get close to God without God's help.
- The Bible shows that God *wants* to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.
- Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.

End KS2 (11)

Pupils will know that:

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
- These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?
- There are many scientists through history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

PEOPLE OF GOD

End lower KS2 (9)

Pupils will know that:

- The Old Testament tells the story of a particular group of people, the 'children of Israel' – known as the People of God – and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him.
- They believe he promises to stay with them, and Bible stories show how God keeps his promises.
- The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.
- Christians believe that, through Jesus, all people can become the People of God.

End KS2 (11)

Pupils will know that:

- The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.
- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.
- Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.

INCARNATION

End lower KS2 (9)

Pupils will know that:

- Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.
- Christians believe the Father creates; he sends the Son, who saves his people; the Son sends the Holy Spirit to his followers.
- Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

End KS2 (11)

Pupils will know that:

- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)
- Christians see Jesus as their Saviour (see Salvation).



GOSPEL

End lower KS2 (9)

Pupils will know that:

- Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.
- Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.
- Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.
- Christians try to be like Jesus – they want to know him better and better.
- Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

End KS2 (11)

Pupils will know that:

- Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God).
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

SALVATION

End lower KS2 (9)

Pupils will know that:

- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.
- The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.
- Christians today trust that Jesus really did rise from the dead, and so is still alive today.
- Christians remember and celebrate Jesus' last week, death and resurrection.

End KS2 (11)

Pupils will know that:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.



KINGDOM OF GOD

End lower KS2 (9)

Pupils will know that:

- Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').
- Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.
- Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.
- Christians celebrate Pentecost as the beginning of the Church.
- Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.

End KS2 (11)

Pupils will know that:

- Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.
- The parables suggest that there will be a future Kingdom, where God's reign will be complete.
- The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.
- Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.




END-OF-PHASE OUTCOMES



OUTCOMES

Each of the three elements of the teaching and learning approach is important, and pupils should make progress in all of them. Below are the end-of-phase outcomes related to each element. Each unit takes bullet points from these end-of-phase outcomes and applies them specifically to the unit questions.

Teachers are expected to use these alongside the knowledge building blocks within the assessment systems used in their own schools. See the *Teacher's Handbook* for more details.

Teaching and learning approach	End KS2 outcomes <i>Pupils will be able to:</i>
 ELEMENT 1: Making sense of the text Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.	<ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. Identify at least five different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and the key concepts studied, using theological terms. Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
 ELEMENT 2: Understanding the impact Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.	<ul style="list-style-type: none"> Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. Show how Christians put their beliefs into practice in different ways, for example in different denominations.
 ELEMENT 3: Making connections Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.



Published by Christian Education Publications,
Imperial Court, Sovereign Road, Birmingham B30 3FH