

## Y5/6 RE

Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<b>GOD</b> U2.1 What does it mean if Christians believe God is holy and loving? (unit 31)	<b>HINDUISM</b> U2.7 Why do Hindus want to be good? (unit 39)	<b>ISLAM</b> U2.8 What does it mean to be a Muslim in Britain today? (unit 32)	<b>CREATION</b> U2.2 Creation and science: conflicting or complimentary? (Unit 34)	<b>JUDAISM</b> U2.9 Why is the Torah so important to Jewish people? (unit 33)	<b>U2.10 What matters most to Humanists and Christians?</b> (unit 36)
<p>Within this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.</p>	<p>Within this unit, pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?' They will build on their understanding of dharma. Pupils will hear and interpret the story of the man in the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.</p>	<p>Within this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.</p>	<p>Within this unit, pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways. Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers. By the end of the unit, pupils should understand that whilst some people see science and religion as opposites, others do not.</p>	<p>Within this unit, pupils will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, its place within the synagogue and how different Jews may interpret the Torah in diverse ways. They will consider how interpretation of Torah influences dietary choices. Finally, they will reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.</p>	<p>In this unit, pupils will think carefully about actions, sources of authority, values, religious and nonreligious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.</p>
1. I can explore what words we connect to the idea of 'God'? What words do Christians connect to their idea of God 2. I can research what the Bible says God is like 3. I can discuss how ideas of God can be expressed in art	1. I can explain who or what is Brahman 2. I know what atman is 3. I can explore the question what is samsara? Why is atman important? What else is important?	1. I can research how many Muslims and how many mosques there are in Britain 2. I can discuss the question, 'how might the five pillars affect the lives of Muslims in Britain today?'	1. I know what can we find out about the creation story in Genesis 1? 2. I can explain what many Christians might see as important in Genesis 1	1. I can explore the question, 'What do Jewish people look like?' and research where we find Jewish people in the UK 2. I can explore what a Torah and what Sefer Torah is.	1. I can discuss rules: do we need them? Who breaks them? 2. I know who a Humanist is 3. I know what codes for living non-religious people use 4. I can discuss what values matter most to Christians

<p>4. I can explain how some Christians respond to a holy and loving God</p> <p>5. I can explain how churches and cathedrals reflect Christian ideas about God?</p> <p>6. I know what it means if Christians believe God is holy and loving</p>	<p>4. I can explore how dharma might affect the way someone lives their life</p> <p>5. I can discuss what ahimsa is and how it affects the lives of Hindu people</p> <p>6. I can explain why Hindus want to be good</p>	<p>3. I can consider why Zakah/charity is important to Muslims and how is charity important to me</p> <p>4. I know why Muslims go on pilgrimage</p> <p>5. I know what happens on a pilgrimage</p> <p>6. I can understand what it means to be a Muslim in Britain today</p>	<p>3. I can discuss what relationships scientists have with religious worldviews</p> <p>4. I can explore how and why some Christians see both science and religion as important</p> <p>5. I can discuss some different Christian views about the relationship between science and religion</p> <p>6. I can discuss my view on the question Science and religion: conflicting or complementary?</p>	<p>3. I can find out why there are there different types of synagogues in the UK</p> <p>4. I can explain how the Torah influences what Jewish people might eat</p> <p>5. I can explain how Jewish people are adapting festivals in the UK</p> <p>6. I can explain why the Torah is important to Jewish people</p>	<p>5. I can explore how Humanists and Christians know how to act and what they base their decisions on</p>
<p>• Holy • Omnipresent • Omniscient • Believer • Eternal • Loving • Omnipotent • Isaiah • John • Testament</p>	<p>• Dharma • Samsara • Reincarnation • Atman • Duty • Karma • Moksha • Brahman • Ahimsa • Deity</p>	<p>• Muslim • Ibadah • Submission • Ramadan • Shahadah • Salah • Sawm • Zakah • Hajj • Pilgrimage</p>	<p>• Science • Genesis • Big bang theory • Complementary • Creation • Literal • Creator • Conflicting • Interpretation • Theory</p>	<p>• Torah • Sefer Torah • Orthodox • Secular • Pesach (Passover) • Synagogue • Kosher • Progressive • Kashrut</p>	<p>• Humanist • Nonreligious • Belief • Moral • Golden rule • Humanism • Worldview • Christian • Values • Authority</p>
<p><b>GOSPEL</b></p> <p>U2.4 How do Christians decide how to live? 'What would Jesus do?' (unit 37)</p>	<p><b>KINGDOM OF GOD</b></p> <p>U2.6 For Christians, what kind of King is Jesus? (unit 41)</p>	<p><b>PEOPLE OF GOD</b></p> <p>How can following God bring freedom and Justice? (unit 35)</p>	<p><b>INCARNATION</b></p> <p>U2.3 Why do Christians believe Jesus was the Messiah? (unit 38)</p>	<p><b>SALVATION</b></p> <p>U2.5 What difference does the resurrection make to Christians (unit 40)</p>	<p>U2.11 Why do some people believe in God and some people not? (unit 42)</p>
<p>In this unit pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. Pupils will</p>	<p>In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. Pupils will spend time discussing what the parables that Jesus told might</p>	<p>Within this unit, pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were</p>	<p>In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.</p>	<p>Within this unit, pupils will study the 'big story' of the Bible, explaining the place of incarnation and salvation. They will study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts. Pupils will spend time researching the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. They will carefully consider how worship on Good Friday and Easter Sunday may vary, thinking about</p>	<p>Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. They will examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.</p>

<p>talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow. Pupils will also spend time discussing how Christian communities today act and how this is based on Jesus' teachings</p>	<p>mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world, and that forgiveness and mercy is at the heart of what it is to live under God's rule. Pupils will also find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world.</p>	<p>given these and what they mean for believers today.</p>		<p>how Christians put their beliefs into practice in different ways. Pupils will also make links between the resurrection and forgiveness. Pupils will also learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross.</p>	
<p>1. I can discuss where Christians find out about what Jesus did? 2. I can explain why Christians think it is wise to follow Jesus' teachings 3. I know what Jesus' sermon on the mount was about. 4. I can explain how some Christians follow Jesus' example in caring for those in need? (part 1) 5. I can explain how some Christians follow Jesus' example in caring for those in need? (part 2) 6. I can discuss how far Jesus' teachings and actions inspire others</p>	<p>1. I can explore, in Jesus' parables, who is invited into God's kingdom? 2. I can explain, according to Jesus' teachings, how important forgiveness is in God's kingdom 3. I can research how Christian Aid tries to make the world more like God's kingdom 4. I can discuss how Christians see God's kingdom now and, in the future. 5. I know, for Christians, what the features of God's kingdom and Jesus' kingship are 6. I can explain how Christians try to live in God's kingdom?</p>	<p>1. I know what we can learn about the story of the Exodus in the Bible 2. I can explore where we think the Exodus story shows Moses' trust in God 3. I can discuss how the Exodus story might help Christians when life gets tough 4. I can discuss the importance of the Ten Commandments 5. I can explain how many Christians try to bring freedom and justice (themes from the Exodus story) into today's world 6. I can discuss the Exodus story, its themes and its importance for Christians today</p>	<p>1. I can discuss why the world needed a saviour 2. I can explain what kind of rescuer/Messiah people were expecting 3. I know why Christians believe Jesus fulfils the expectations of the Messiah 4. I can explain why most Christians believe Jesus is the Messiah 5. I can explore how Christmas fits in with Christian beliefs about Jesus 6. I can explain why Christians believe that Jesus was the Messiah</p>	<p>1. I know why Christians believe Jesus was resurrected 2. I know how many churches mark Good Friday and Easter Sunday? 3. I can discuss what change in emotions felt for many Christians from Good Friday to Easter Sunday 4. I can explore when and why a Christian might have to stand up for their beliefs? 5. I can explain why Christians have hope even when someone dies 6. I can explain what difference the resurrection makes to Christians</p>	<p>1. I can explore what patterns can we see in our local area, our country and our world about belief in God 2. I can discuss the terms by agnostic, atheist or theist 3. I know how psychology helps us understand what people mean when they think about the idea of God 4. I can discuss what we can learn from theology about the idea of God 5. I can explain why some people believe that God does not exist</p>
<p>• Gospel • Theology • Luke • Matthew • Mark • Interpretation • Leprosy • Christ-like • Parables • Commandments</p>	<p>• Parable • Kingdom • Salvation • Forgiving • Unforgiving • Banquet • Biblical • Inheritance • Social • Unjust</p>	<p>• People of God • Children of Israel • Freedom • Justice • Moses • Exodus • Slavery • Egypt • Pharaoh • Rescue</p>	<p>• Messiah • Incarnation • Saviour • Immanuel • Micah • Theological • Prophecy • Gospel • Prophet • Isaiah</p>	<p>• Salvation • Resurrection • Interpret • Sacrifice • Biblical • Theological • Gospel • Eternal life • Incarnation • Funeral</p>	<p>• Theist • Atheist • Psychology • Evidence • Psychologist • Agnostic • Humanist • Philosophy • Reason • Theologian</p>

