

RE Curriculum Overview

Year 5

Learning Outcomes UKS2

Make sense of a range of religious and nonreligious beliefs

Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.

Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.

Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.

Understand the impact and significance of religious and nonreligious beliefs

Make clear connections between what people believe and how they live, individually and in communities.

Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).

Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.

Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

| Term | Theme | What I will know and remember | Vocabulary | Key texts/stories |
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| 1 | U2.1 What does it mean if Christians believe God is holy and loving? | <p>I can identify some different types of biblical texts, using technical terms accurately.</p> <p>I can explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</p> <p>I can show how Christians put their beliefs into practice in worship</p> <p>I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> | <p>Holy</p> <p>Omnipresent</p> <p>Omniscient</p> <p>Believer</p> <p>Eternal</p> <p>Loving</p> <p>Omnipotent</p> <p>Isaiah</p> <p>John</p> | <p>PSALM 103</p> <p>ISAIAH 6</p> <p>1 JOHN 4:7-13</p> <p>SEVEN THINGS GOD HATES – PROVERBS 6: 16-19</p> <p>LUKE 23:33-34</p> |

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| <u>End of unit assessment</u> <u>Working at</u> | | | | |
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| 2 | U2.8 What does it mean to be a Muslim in Britain today? | <p>I can identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).</p> <p>I can describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow the example of the Prophet).</p> <p>I can make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)</p> <p>I can give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>I can make connections between Muslim beliefs studied and Muslim ways of living in Britain/Northumberland today.</p> <p>I can consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</p> <p>I can reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p> | <p>Muslim</p> <p>Ibadah</p> <p>Submission</p> <p>Ramadan</p> <p>Shahadah</p> <p>Salah</p> <p>Sawm</p> <p>Zakah</p> <p>Hajj</p> <p>Pilgrimage</p> | |
| <u>Working towards</u> | | <u>Working at</u> | | <u>Working above</u> |

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| 3 | U2.3 Why do Christians believe Jesus was the Messiah? | <p>I can explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>I can identify Gospel and prophecy texts, using technical terms.</p> <p>I can explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>I can weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.</p> | | |
| <u>Working towards</u> | | <u>End of unit assessment</u> | | |
| | | <u>Working at</u> | | <u>Working above</u> |
| 4 | U2.9 Why is the Torah so important to Jewish people? | <p>I can identify and explain Jewish beliefs about God.</p> <p>I can give examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p>I can make clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>I can make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).</p> | <p>Torah</p> <p>Sefer Torah</p> <p>Orthodox</p> <p>Secular</p> <p>Pesach (Passover)</p> <p>Synagogue</p> <p>Kosher</p> <p>Progressive</p> | |

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| | | <p>I can give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice).</p> <p>I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</p> <p>I can consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.</p> | Kashrut | |
| <u>Working towards</u> | | <u>End of unit assessment</u> <u>Working at</u> | <u>Working above</u> | |
| 5 | U2.4 Christians and how to live: 'What would Jesus do?' | <p>I can identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>I can take account of the context and suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</p> <p>I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>I can make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</p> <p>I can articulate their own responses to the issues studied, recognising different points of view.</p> | | |

| <u>Working towards</u> | | <u>End of unit assessment</u> | | <u>Working at</u> | <u>Working above</u> |
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| 6 | U2.10 What matters most to Humanists and Christians? (C, M/J, NR) | <p>I can identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).</p> <p>I can make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God').</p> <p>I can make clear connections between Christian and Humanist ideas about being good and how people live.</p> <p>I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>I can give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice).</p> <p>I can raise important questions and suggest answers about how and why people should be good.</p> <p>I can make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p> | <p>Humanist</p> <p>Non-religious</p> <p>Belief</p> <p>Moral</p> <p>Golden rule</p> <p>Humanism</p> <p>Worldview</p> <p>Christian</p> <p>Values</p> <p>Authority</p> | | |
| <u>Working towards</u> | | <u>End of unit assessment</u> | | <u>Working at</u> | <u>Working above</u> |

