



Year 5 - Religious Education - Programme of Study

Religious Education (RE) is a core subject and an integral part of our curriculum. We are dedicated to providing high quality RE teaching and learning opportunities to reflect the importance of RE within our school. Current Excellent and Good SIAMS (Statutory Inspection of Anglican and Methodist Schools) reports show that each of the schools deliver, within a Christian context, the best educational, spiritual, physical, social and emotional outcomes for children and their families. Each year group has a wide range of exciting and thought-provoking topics that are studied throughout the year, within Christianity (based around 'Understanding Christianity'), as well as units of learning about other faiths.

Our programme of study is in conjunction with the diocesan syllabus and is committed to an approach to teaching RE in which skills are developed through knowledge and understanding and that pupils understand how their learning in RE is progressing and what they need to do to improve it.

Termly Topics/Units

All units start with 'Big questions', where pupils are able to really explore and reflect what their current belief on a topic is; what they already know; what they do not know and most significantly, what they want to find out! This then informs the planning and adaptation of content for the following weeks.

Autumn 1

Topic/Unit: Creation and Science: Conflicting or complimentary?

This theme is incredibly interesting and quite remarkable. The pupils will explore the differing stories of creation, the role of God as creator of all things, different interpretations of what the Bible says (Genesis 1), Christian views around science and faith, discussing the debates and controversies around the relationship between the creation story and contemporary scientific accounts, as well as exploring and sharing their own view on Creation based on religion and scientific perspectives.

Knowledge:

- Reasoning for similar and different beliefs.
- Research and analysis of biblical and scientific sources.
- The sequence of creation, according to biblical texts.
- Interpretation of biblical scripture.
- Acquisition of biblical literacy and vocabulary.
- Making connections between fact and opinion/belief.
- Understanding and awareness of other views and perspectives.
- Questions and answers, as well as theories around the purpose of life.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- How does the biblical story of creation differ/compare to that of science?
- What was the sequence of creation?
- Why did God rest on the seventh day?
- How do people interpret the story of creation?
- Does science conflict or compliment the story of creation?
- What do you believe, with regards to how the world and all that is in it, came to be?
- How have historical events impacted on religion?
- What is reality?
- Why is there so much diversity in thinking?

Autumn 2

Topic/Unit: Incarnation – Was Jesus the Messiah?

Please note that this topic crosses over into the Spring 1 term, but the programme of study will be discussed here.

Throughout this unit, pupils will explore what life was like at the time of the end of the Old Testament, prophecies about the Messiah, the Christian belief that Jesus is the Messiah as well as biblical evidence that points to this (Matthew), the role and significance of Christmas as a historical and meaningful celebration of the arrival of the Messiah, a look at how Christmas is celebrated and recognised in different parts of the world, a look at the Christian belief that the world needed a saviour, as well as the commemoration of the entrance of Jesus into Jerusalem on what Christians call: Palm Sunday (Matthew 21).

Knowledge:

- Understanding and explanation of the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identification of Gospel and prophecy texts, using technical terms.
- Making connections between biblical texts, Incarnation and Messiah, using theological terms.
- Understanding and awareness that the Christian belief is that Christmas is a time of celebration for the arrival of the Messiah.
- Research and analysis of how Christmas is celebrated around the world and what it means to different people.
- Comment and explain how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Critically analyse how the idea that Jesus is 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.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What were the conditions of life at the end of the Old Testament?
- How did life at the end of the Old Testament differ to life today?
- What is a Messiah?
- What does the Bible say about a promised Messiah?
- Why do we celebrate Christmas – what is its significance?
- Does the world celebrate Christmas for the same reasons as Christians do?
- How is Christmas celebrated across the world, in different religions and cultures?
- Why does the world need a saviour?
- What do Christians believe the world needs saving from?
- Was Jesus the Messiah?
- What effect do our thoughts have?

- How Can Society share beliefs?
- Romans 8:29 tells us that he wants his people to be just like Jesus. What does he therefore want Christians to do?

Spring 1

Topic/Unit: Buddhism

Throughout this unit, pupils will learn about the beliefs and teachings of Buddhism, as well as making comparisons between those of Christianity, as well as their own personal beliefs. The pupils will explore the noble eightfold path and how Buddhists try to follow the teachings of Buddha; the importance of a temple or a Buddhist centre; how Buddhists try to grow towards enlightenment and the four noble truths.

Knowledge:

- The sequence of teachings of the eightfold path.
- The significance of Buddha in the religion of Buddhism.
- The teachings of Buddha.
- The acquisition of wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.
- The structure, setup and significance of the Buddhist temple.
- Understanding of the four noble truths.
- The concept of enlightenment.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- How does the noble eightfold path impact a Buddhist?
- What are the teachings of Buddha and why are they important?
- How do Buddhists try to follow the teachings of Buddha?
- What is the importance of a temple or a Buddhist centre?
- How do Buddhists try to grow towards enlightenment?
- What are the four noble truths?
- What are the origins of suffering? How do Buddhists explain suffering?
- How do the teachings of Buddha compare/differ to those of Christianity?
- What can we learn from the great philosophers?
- Explain how these beliefs on suffering, influence and change a person's life and a person's community.
- How can society share beliefs?

Spring 2

Topic/Unit: Salvation – What did Jesus do to save human beings?

Throughout this unit, pupils will explore the accounts of Jesus' death and resurrection, discuss who might be responsible for Jesus' death, a look at the reasons why Jesus died and who might to blame, explore and compare the Christian celebration of Communion, a look at the meaning and purpose of Eucharist, as well as a comparison between Jesus' sacrifice and the sacrifices of others.

Knowledge:

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- Compare and analyse the different views on why Jesus died and who was responsible.
- Interpretation of biblical texts and accounts of Jesus' death as a sacrifice.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- Research and analyse the reasons behind Jesus' death.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion and the Lord's Supper.
- Explore how Christians put the beliefs into action and the practices of the Eucharist.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What does salvation mean?
- What do Christians believe Jesus did to save human beings?
- How do we make sacrifices in our lives?
- Why did Jesus have to die?
- Who was responsible for Jesus death? Was there more than one person/factor?
- What is the significance of Holy Communion in the Christian life?
- What is Eucharist and why do Christians celebrate this?
- What do Christians believe Jesus did to save human beings?
- Why do we tend to blame others when things go wrong?
- How does incarnation and salvation fit into the big picture?
- Explain how Jesus's actions shaped moral values for Christians today?

Summer 1

Topic/Unit: Judaism

Throughout this unit, pupils will explore what Jews believe, how their beliefs are different to those of Christians, a look at how Jews show their belief that God is present in the synagogue, the importance of the Torah in Judaism, as well as the Shema and lastly the importance of a Bar/Bat Mitzvah for Jewish people.

Knowledge:

- Jewish beliefs, practices and traditions.
- Exploration and description of why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.
- Suggest reasons for the similar and different beliefs which people hold.
- Analysis of how religious sources are used to provide answers to important questions about life and morality.
- Knowledge of how similarities and differences within and between religions can make a difference to the lives of individuals and communities.
- The function, practices and significance of a Bar/Bat Mitzvah for Jewish people.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Jews believe and how is this different to Christian beliefs?
- Why is the synagogue so important to Jews?
- What is the synagogue used for?
- How is the Torah different/similar to the Christian Bible?
- How does the Shema instruct people?
- How does the Shema tell Jews to keep their religion alive?
- What is the significance of a Bar/Bat Mitzvah for Jewish people?
- Debate-"Religious rules make people better"
- Does loving God with all your might mean God wants you to fight for your beliefs?
- Do you think God is right to punish people who disobey?

Summer 2

Topic/Unit: Kingdom of God – What kind of King is Jesus?

Throughout this unit, pupils will explore what kind of King Jesus is, the Lord's prayer, parables that we can draw life lessons from, such as: the parable of the feast, the parable of the Tenants in the Vineyard, a look at the kind of Kingdom that Jesus wanted, investigation into the connection between belief in the Kingdom of God and how Christians serve the community, as well as relating Christian teachings to our own lives and the life of my local community.

Knowledge:

- Study of biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- Use inference to gauge understanding of the meaning behind a parable.
- Knowledge and understanding of how Christians put their beliefs into practice in different ways, including in worship and in service to the community.
- Knowledge and biblical scriptural evidence of what Christians believe Jesus' Kingdom might be like.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit: What kind of King is Jesus?

- What is the kingdom of God?
- What is the meaning behind the parable of the feast?
- What is the meaning behind the parable of the Tenants in the Vineyard?
- What kind of kingdom did Jesus want?
- What is your idea of what might be included in the kingdom of God?
- How do Christians serve the community?
- How does the way you see the world affect how you behave in it?
- God has the authority to decide what is right and what is wrong and we should do as He says-do you agree or disagree?
- How has belief in God impacted art and music?

Topic/Unit: Worldviews and Confucianism

Throughout this unit, pupils will look at how worldviews can be broken down into parts. They will find out about Confucianism and will find out about Humanists past and present.

Knowledge:

- Learn the significance of a Worldview
- Know that every worldview is made up of parts
- Understand that Confucianism is a philosophical and ethical tradition
- Confucianism focuses on right relationships, good moral behaviour, and social harmony rather than belief in a god.
- The concept of non-religious Worldviews

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What are the different components of a worldview and how do they interact?
- It is offensive to think of yourself as poor and needy. Do you agree or disagree?
- Leaders following Confucianism principles would be fair do you agree or disagree?
- Why might humanists not believe in God?