



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 lessons included in each unit are thoughtfully constructed to give children knowledge and skills to understand and be aware of religious topics, traditions and rituals, as well as the meaning behind them. Lessons include a critical thinking part, where pupils will be able to discuss the knowledge learnt and share their own beliefs, questions and opinions. This enables pupils 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?

Pupils will explore the differing stories of creation, the role of God as the Creator of all things and the different interpretations of what the Bible

says (Genesis 1) about creation. In addition, pupils will learn about the 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 views on Creation, based on religious and scientific perspectives. Furthermore, pupils will also explore and learn about the Christian Harvest festival.

Knowledge:

- Reasoning for similar and different beliefs.
- Research and analysis of biblical and scientific sources.
- The sequence of events in the Creation story, 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 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 events in the Creation story?
- 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?

Autumn 2

Topic/Unit: Incarnation - Was Jesus the Messiah?

Throughout this unit, pupils will explore what life was like at the time of the end of the Old Testament and look at prophecies about the Messiah. Pupils will also learn about the Christian belief that Jesus is the Messiah and identify the biblical evidence that supports this (Matthew). In

addition, pupils will discover the role and significance of Christmas as an historical and meaningful celebration of the arrival of the Messiah and look at how Christmas is celebrated and recognised in different parts of the world. Furthermore, pupils will explore the Christian belief that the world needed a Saviour and learn about the commemoration of Jesus' entrance into Jerusalem on Palm Sunday (Matthew 21).

Knowledge:

- Understanding and explanation of the place of Incarnation and the Messiah within the 'big story' of the Bible.
- Identification of Gospel and prophecy texts, using technical terms.
- Making connections between biblical texts, Incarnation and the Messiah, using theological terms.
- Understanding and awareness of the Christian belief that Christmas is a time to celebrate 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 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 Christians 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?

Spring 1

Topic/Unit: Buddhism

Throughout this unit, pupils will learn about the beliefs and teachings of Buddhism and make comparisons between those of Christianity and their own personal beliefs. Pupils will explore the noble eightfold path and how Buddhists try to follow the teachings of Buddha, as well as discover the importance of a temple or a Buddhist centre. Additionally, pupils will investigate 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 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 the teachings of Buddha compare/differ to those of Christianity?

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 and discuss who might be responsible for Jesus' death. Pupils will also unfold the reasons why Jesus died and who might be to

blame, as well as explore and compare the Christian celebration of Communion. Additionally, pupils will look at the meaning and purpose of the Eucharist and make comparisons 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.
- 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 their beliefs into action and the practices of the Eucharist.
- Evaluate the value and impact of ideas of sacrifice in their own lives and the world today.

Enquiring minds:

For each unit, it is 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 the Eucharist and why do Christians celebrate this?

Summer 1

Topic/Unit: Judaism

Throughout this unit, pupils will explore what Jewish people believe, how those views are different to those of Christians and how Jews show their belief that God is present in the synagogue. Additionally, pupils will learn about the importance of the Torah in Judaism, the Shema and 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.
- The function, practices and significance of a Bar/Bat Mitzvah for Jewish people.

Enquiring minds:

For each unit, it is 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?

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, looking at the Lord's prayer and parables that we can draw life lessons from, such as 'the Parable of the Feast' and 'the Parable of the Tenants

in the Vineyard'. Pupils will also discover what kind of Kingdom Jesus wanted and investigate the connection between belief in the Kingdom of God and how Christians serve the community. Furthermore, pupils will learn to relate Christian teachings to their own lives and the lives of those in their 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 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?