

## RE– Year 5

### Content

Areas of study (Lincolnshire Agreed Syllabus)	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ol style="list-style-type: none"> <li>1. Understanding Christianity (Salvation)</li> <li>2. Understanding Christianity (Creation)</li> <li>3. Hinduism – Being Human</li> <li>4. Islam – Being Human</li> <li>5. Expressing Beliefs through the Arts (including Christianity)</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the Christian reason for celebrations and how they may make sacrifices in their own lives</li> <li>2. Recognise the way in which faith and worship for Hindus and Muslims support them in their way of living</li> <li>3. Be able to examine key texts to compare and make connections about Salvation and Incarnation</li> <li>4. Children can explore and demonstrate how people religious belief through creativity.</li> </ol>	<p><b><u>Term 1</u></b> soul duty non-violence rebirth yoga</p> <p><b><u>Term 2</u></b> soul freedom harmony fasting</p> <p><b><u>Term 3 and 4</u></b> communion resurrection ceremony emotion saviour</p> <p><b><u>Term 5 and 6</u></b> song dance art belief</p>	<p><b><u>Term 1</u></b> depiction authority</p> <p><b><u>Term 2</u></b> guidance authority</p> <p><b><u>Term 3 and 4</u></b> denomination rite ritual</p> <p><b><u>Term 5 and 6</u></b> depiction contribution rite ritual observance</p>	<p><b><u>Term 1</u></b> Brahman – ultimate reality Trimurti – Brahma, Vishnu and Shiva samsara - cycle of rebirth Atman – the soul karma – actions Moksha – freedom from samsara dharma – duty ahimsa – principle of non-violence meditation</p> <p><b><u>Term 2</u></b> shariah – the straight path Muslim – harmony zakat 5 Pillars</p> <p><b><u>Term 3 and Term 4</u></b> sacrifice messiah incarnation salvation eucharist prophecy</p> <p><b><u>Term 5 and Term 6</u></b> traditions symbolise expression creativity</p>

## Knowledge

### Substantive Knowledge

#### Hinduism Term 1

**Does dharma impact how Hindus behave?**

**Lesson 1: L.O: To understand how some Hindus recognise deities of Brahman**  
Hindus believe in the ultimate God Brahman – who is said to be made up of the trimurti – Brahma, Vishnu and Shiva. Hindus recognise other deities and Gods as important

**Lesson 2: L.O: To know where and why some Hindus worship**

Hindus will worship at home (puja tray) and in a mandir

[Explore spiritual practices and consider the impact.](#)

**Lesson 3: L.O: To understand ways that Hindus fulfil their dharma**

Hindus follow the spiritual law (dharma) in their lives. It focusses on goodness, truth and duty. i.e. a child's dharma is to be a good student. If people follow dharma they feel good about themselves and life will be rewarding.

**Lesson 4: L.O: To understand that dharma can change based on a person's stage in life** reflect on the dharma of a child, a teenager, a person of the world, a husband/wife, a mother/father etc

[Ask questions about the meaning and purpose of dharma.](#)

**Lesson 5 L.O: To know ways in which Hindus try to achieve moksha**

Hindus want to achieve moksha – which can be reached if you live the best life possible. (This includes yoga and meditation). This is where you are at one with God and means you are set free from having to be reborn on this Earth again.

**Lesson 6: L.O: To understand the meaning of karma and explain how it drives the cycle of samsara** Hindus believe in karma and it works the cycle of samsara (birth, life, death – reincarnated or moksha).

#### Islam Term 2

**How does the Qur'an teach believers to follow Shariah (straight path)?**

**Lesson 1: LO: To understand how Muslims use the five pillars to underpin how they live their lives**

Muslims use the five pillars to underpin the way they live their lives. (Y3 Shahadah (the belief there is no God but Allah) and Y4 Hajj Pilgrimage). Muslims provide 2.5% of their salary to charity, fasting during the month of Ramadan and praying 5 times a day.

### Disciplinary Knowledge

Working as a theologian:

**\*Know how** to approach sources of authority from which people derive their beliefs.

**\*To interpret sources of authority**

Begins name sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.

Begins to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.

Begins to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.

Working as a social scientist:

**\*Know ways** in which context affects ways of living

**\*To analyse** data that shows ways in which context affects ways of living

Begins to analyse different ways in which people think about the world and make connections between this and their beliefs

Begins to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'

Begins to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs

Working as a philosopher:

**\*Know different** ways in which humans seek knowledge/wisdom

**\*To reason using evidence**

Begins to explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion

Begins to explain the impact of society/culture/geography can have on religious practices e.g. by the way in which a religious practice from one belief tradition varies in different areas of the world

Begins to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g.) that god made the world and that is important to promote fundamental British values

**Lesson 2: L.O: To understand the Muslim belief relating to the role of human beings in maintaining a harmonious world**

Muslims follow their beliefs to keep them on a path so the world can live in harmony.

[Reflect on different expressions of how others see the world.](#)

**Lesson 3: L.O: To know family life contributes to following the straight path.**

There is an importance of family to support them with the own path and faith.

**Lesson 4: L.O: To further understand the work of Muslim charities and how this work connects with beliefs about God, others and the world**

That there are many charities that Muslims support and that help others. Hindus recognise this as something God would have wanted. (use retrieval from Y1-Y4 to support)

[Explore the relevance of charity in their own lives.](#)

**Lesson 5: LO: To know ways contemporary Muslims beliefs affect their lives.**

Muslims use their faith as a driver in their work, opinions and achievements and everyday lives.

**Lesson 6: LO: To further understand how the Qur'an teaches believers to follow Shariah**

That Muslim art is not of Allah because Muslims do not seem him as a figure to idolise but it is a series of words from the Qur'an and patterns.

**Christianity – Salvation Term 3**

**What did Jesus do to save Human beings?**

**Lesson 1:L.O To know that the Gospels give accounts of Jesus' death and resurrection.** Retrieve knowledge from Y2 and Y4 then look at gospel accounts. (use disciplinary knowledge of interpreting sources of authority here)

**Lesson 2:L.O To know that the New Testament says that Jesus' death was somehow 'for us'.**

**Lesson 3: To understand how Christians interpret Christ's death**

Children to know that Jesus died 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.

[Consider questions about God.](#)

**Lesson 4:L.O To know that Christians remember Jesus' sacrifice through the service of Holy Communion** (also called the Lord's Supper, the Eucharist or the Mass). Look at the symbols and prayers – invite a member of the clergy to show and talk this through if possible.

**Lesson 5: To understand that Christians believe Jesus was promised to mankind**

Begins to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc)

Begins to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fasts during Ramadan whilst sitting school exams)

**Lesson 6 L.O To reflect on what Christians believe that Jesus did to save human beings.**

Get pupils to think back over the unit, raising questions, comments and ideas about what they have learned. If they had to explain to an alien from Mars about who Jesus was and why some people think he is so important, what would they say? Ask pupils to explore the answer to the unit question, by focusing on a written argument or oral presentation in response to this question: What difference does Jesus' sacrifice make to Christians? (A writing frame is provided to start pupils off — see Resource Sheet 6.)

People who are not Christians might say that Jesus demonstrated love, friendship, service, wisdom, generosity, humility and courage as well as self-sacrifice.

Even if they do not believe Jesus was God, or a Saviour, people might say these qualities are still important in the world today. Ask pupils to respond to

Pupils will probably be familiar with the idea of prophecies in fiction and film, prophesying a future saviour: for example, *Star Wars*, *Superman*, *The Sword in the Stone*, *The Lion King*, *The Lion*, *the Witch and the Wardrobe*, *The Lego Movie*. You might show a clip to stimulate the discussion.

What do pupils know about the idea of a saviour being predicted in stories? You might talk about how prophecies like this are not always clear and can be interpreted differently. Use Isaiah 53 and John 19

[Reflect on truth claims.](#)

#### **Christianity – Incarnation Term 4**

##### **Was Jesus the Messiah?**

Lesson 1: To know that Jesus was Jewish and that his coming was foretold.

Recap the 'big story' of the Bible so far (see story outline in the Introduction and Essential Information). How far can pupils describe and explain the big story? Can they sort the core concepts alongside the Frieze? Explain that we are just about to begin studying the New Testament, but need to think about the time at the end of the Old Testament first.

- Examine the situation: The People of God were taken into exile in Babylon in 586BCE. They return after about 50 years, but their Promised Land is still occupied by foreign forces. They begin to have a New Hope — God *will* rescue them! He *will* send a rescuer, a saviour — a Chosen One or Messiah. This is the situation when the Old Testament ends. However, the land remains occupied by different forces — at the start of the New Testament, this is by the beastly Romans. The people have been waiting a long time — and some are despairing, but some still hope.

- What kind of saviour? Introduce to the pupils their role as an investigative journalist, employed to answer the question: Was Jesus the hoped-for Saviour? Was Jesus the Messiah? Ask pupils to list the characteristics this person will need to have — a Saviour who could rescue the People of God in their current situation.

- The first clues: Examining written evidence. As investigative journalists pupils have received a list of what the Jewish people are expecting in a messiah (Resource Sheet 1a gives some prophecies, and Sheet 1b summarises the key points.) Ask pupils to create a 'Wanted' poster or radio advert based on these expectations. Ensure that there is a link to each of the Messianic expectations: for example, wears

the question: What difference does Jesus' example make to the world? If pupils were to choose one of these virtues for their own lives, one for their school and one for the world, what would they be, and why?

Term 4

#### **Lesson 5: To discuss the world's need for a Messiah.**

Share the statement: 'The world doesn't need a messiah — it just needs people to love each other.' In pairs jot down three points that agree with this quote and three points that disagree with the quote. Give pupils an opportunity to

a crown, holding a family tree with King David marked on it, birth certificate with place of birth as Bethlehem, and so on.

[Reflect on saviours in our lives and others.](#)

**Lesson 2 L.O To understand what Jews expected a messiah to be like**

A written report from the scene (Matthew 1:18–24, 2:1–12). The Jewish followers of Jesus gradually began to believe that Jesus was this Messiah, and that he fulfilled the prophecies. Get pupil investigators to look for and highlight some of the evidence in Matthew’s Gospel that led Christians to believe this (Resource Sheet 2). What clues are there that Jesus is the promised Messiah? Link each of the expectations by highlighting or drawing a line to one or more clues in the text. (Most Jewish people at the time did not believe Jesus was the Messiah — and Jewish people today still do not think he was.) There is not evidence for all of the prophecies in the text.

**Lesson 3: To know that Christians believe that Jesus’ birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.**

Not everyone thinks Jesus is the Saviour from God, but why might people think that the world needs one?

Imagine that there is a God: if this God sent a new messenger to Earth in the twenty-first century, what would the messenger say? It would need to be a message for all people, not just those who believe in God! Use Resource Sheet 3 as a starting point. Compare pupils’ ideas with Jewish and Christian beliefs.

Lesson 3: The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like.

**Lesson 4: Christians believe that Jesus fulfilled these expectations, and that he is the Messiah.** (Children to understand that Jewish people do not think Jesus is the Messiah.)

The story of Jesus entering into Jerusalem is celebrated every year in Christian churches, just a few days before the end of Lent (explored in Units 1.5 and 2a.5). It is an important way for Christians to mark the start of Holy Week, when they consider who Jesus is, what happened to him, and what that means to Christians (i.e. Jesus as Saviour and Messiah).

Although Jesus is treated like a king as he enters Jerusalem, he behaves in a humble and peaceful manner by entering into Jerusalem on a donkey, not like the idea of a regal king or someone who is going to fight off the Romans. Christians need to learn that their Messiah was humble and a peacemaker.

weigh up different responses to the quotation, offering ideas ‘on the one hand’ and ‘on the other hand’. Make links to their learning about Jesus as Messiah and Son of God, and come up with a balanced argument.

**Lesson 6: L.O to apply knowledge to answer the question: Was Jesus the Messiah?**

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.

Term 5

**Does your world view make you creative?**

**L.O To examine art as a form of communication between humans**

Look at examples of art from early cave painting to abstract and modern art. Why do people create art? What messages are being communicated.

Children to express their opinions on the art work (include some religious art work).

**L.O To explore that Religious and non-religious people express creativity through a variety of means**

Look at the Sistine chapel (The creation of Adam), The Last supper, The girl with a pearl earring, A Sunday afternoon. Children to discuss how they feel – how they think the artist felt and what they wanted to express when creating this art work.

**L.O To know that creativity of expression will show emotion, knowledge and meaning**

[Reflect what the point of being creative is.](#)

- Discuss with pupils how Christians should demonstrate that they too are peacemakers like their Messiah. Discuss what being a peacemaker means.
- Share information about some contemporary Christians. Research into them and present a one minute contribution to an imaginary programme called 'Followers of Jesus... how do they show peace?' Some examples of people you can look into are the Amos Trust home-rebuilding programme in Palestine, Archbishop Desmond Tutu, the life of Owen Thomas. These three are outlined on Resource Sheet 5, or you might find some examples of your own.

[Reflect the impact on believers.](#)

### Lessons 5-6 Disciplinary knowledge

#### World Views – Term 5/6 (explore through disciplinary knowledge)

##### Does your world view make you creative?

- \*Religious and non-religious express creativity through a variety of means
- \*Creativity of expression will show emotion, knowledge and meaning
- \*That art is a form of communication between humans

##### Where and how do believers express themselves?

- \*God/key figures can be depicted in some religions and some cannot.
- \*Creation stories similarities and differences
- \*There are a range of religious art forms - such as calligraphy, dance, singing, stained glass and icons

### Use the next three lessons to complete a Spirited Arts project.

[Experience wonders and joy through art.](#)

#### Term 6

##### Where and how do believers express themselves?

#### Lesson 1: LO: To explore how dance is used in by religious and by non religious people

Look at examples of dance being mentioned in the Bible and how this is a part of Jewish and Christian heritage but the old testament encourages it but the new testament seems to hint at being calmer.

Old Testament: Exodus 15:20 and 2 Samuel 6:16 (shared by Jews and Christians)

New Testament (Christians only 1 Corinthians 14:40 Corinthians 10:31)

When do non-religious people dance? What is the purpose of dance – Watch an example of ballet, tap or modern dance to compare.

[Appreciate diversity of dance and culture.](#)

**Lesson 2: LO: To recognise how creativity is connected to the meaning of being human** Look at depictions of Hindu, Muslim and Christian creation stories. How have humans shown creativity. Children to express their view on nature and creation through art.

#### Lesson 3 LO: To evaluate how believers' express worship through art work

. Look at the ten commandments – and examine the false idols and discuss the use of Mary images/sculptures across Catholic and orthodox churches (use working as a social scientist skills). Compare this to non-conformist buildings (Methodist, Baptist churches) and the Anglican churches they are familiar with (St Thomas and the Stump).

#### Lesson 4 LO: To understand the importance of creativity as a way to express meaning, emotion and knowledge

Retrieve the 5 pillars of Islam and the fact that Muslims do not draw depictions of people, Allah or Muhammad. They use a lot of calligraphy and vegetal patterns. Analyse images from mosques around the world (the Blue mosque in turkey as one example) and the artwork inside. How is this different to churches? (stained glass windows were created for illiterate followers but Muslims champion education and teach boys and girls to write – they have Friday school and have for hundreds of years to do this. Children to try calligraphy

**Lesson 5 L.O To understand how Christians worship God through singing. Listen to Hillsong United 'One way, Jesus.' And '10,000 reasons' by Matt Redman as the children how they feel when they are really enjoying the singing in collective worship.**

**Lesson 6: To express my own creativity**

In this lesson, children to create art to show the school's vision and what it means to be part of St Thomas'.

[Appreciate our own creativity.](#)

## Concepts

**God**

**Duty**

**Sources of Authority**

## ASSESSMENT

**KNOW MORE, REMEMBER MORE, DO MORE...**

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.