

Year 5 RE Overview

Content

Area of Study (Lincs Agreed Syllabus)	End point of area of study	Vocabulary		
1. Hinduism – Being Human 2. Islam – Being Human 3. Understanding Christianity (Salvation) 4. Understanding Christianity (Incarnation) 5. LAS additional unit: Expressing Beliefs through the Arts (including Christianity)	* Understand the Christian reason for celebrations and how they may make sacrifices in their own lives * Recognise the way in which faith and worship for Hindus and Muslims support them in their way of living * Be able to examine key texts to compare and make connections about Salvation and Incarnation * Children can explore and demonstrate how people religious belief through creativity.	Basic	Adventurous	Technical
		Soul Freedom Harmony Fasting Communion Resurrection Ceremony emotion saviour charity Pilgrimage Belief	Depiction Aid Contribution Rite ritual observance	<u>Christianity</u> Traditions Symbolise Expression Creativity Sacrifice Messiah Incarnation Salvation Eucharist <u>Hinduism</u> 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 Satsang - togetherness sadhvi- renounced women

				sadhus – renounced men <u>Islam</u> Shariah – the straight path Guidance Muslim harmony Zakat
Knowledge				
Substantive Knowledge		Disciplinary Knowledge		
Hinduism (Term 1) – the ways in which beliefs impact on action: Does dharma impact how Hindus behave? What is karma? How does it drive the cycle of samsara? How might a Hindu seek to achieve Moksha? Week 1: 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 Week 2: Hindus will worship at home (puja tray) and in a mandir Week 3-4: 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. Week 5: 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. Week 6: Hindus believe in karma and it works the cycle of samsara (birth, life, death – reincarnated or moksha). Islam (Term 2) - the ways in which beliefs impact on action: How does the Qur'an teach believers to treat others, how teachings guide how Muslims act in the world/ follow Shariah (straight path)? Week 1: Muslims use the five pillars to underpin the way they live their lives. (Y3 Shahadah (the belief there is no God but Allah; Y4 Hajj Pilgrimage). Muslims provide 2.5% of their salary to charity, fasting during the month of Ramadan and praying 5 times a day.		<u>Working as a theologian:</u> *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. - 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 <u>Working as a social scientist:</u> *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		

Week 2: Muslims follow their beliefs to keep them on a path so the world can live in harmony

Week 3: There is an importance of family to support them with the own path and faith.

Week 4: That there are many charities that Muslims support and that help others. Hindus recognise this as something God would have wanted.

Week 5: Muslims use their faith as a driver in their work, opinions and achievements and everyday lives.

Week 6: 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.

Understanding Christianity – Salvation (Term 3)

What difference does the resurrection make for Christians?

Week 1: The Gospels give accounts of Jesus' death and resurrection.

Week 2: The New Testament says that Jesus' death was somehow 'for us'.

Week 3: Christians interpret this in a variety of ways: for example, as 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.

Week 4: Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).

Week 5: Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

Understanding Christianity – Incarnation (Term 4)

Was Jesus the Messiah? How did Jesus show traits of being God incarnate?

Week 1: Jesus was Jewish. *Christians believe Jesus is God in the flesh.

Week 2: They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.

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

Week 4: Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)

Week 5: Christians see Jesus as their Saviour (See Salvation).

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 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 fast during Ramadan whilst sitting school exams).

Week 6: 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.

LAS additional unit: Expressing Beliefs through the Arts (including Christianity) (Term 5 & 6) (explore through disciplinary knowledge) Think about impact of acts on beliefs or beliefs on acts.

Music, dance, art, sculpture, architecture, song, hymns, calligraphy etc

Does your world view make you creative? Where and how do believers express themselves?

*Religious and non-religious people express creativity through a variety of means

*Creativity of expression will show emotion, knowledge and meaning

*That artistic expression (art, music, sculpture, dance, architecture) is a form of communication between humans

*Creation stories similarities and differences

*God/key figures can be depicted in some religions and some cannot – **explore why some people may not use pictorial representation to express belief.**

*There are a range of religious art forms - such as calligraphy, dance, singing, stained glass and icons

Concepts		
God	Duty	Sources of Authority
End of Year Assessment		
Working at Expected	Greater Depth	
A child working at the expected standard will be able to recall the substantive knowledge. A child working at the expected standard will have made progress in their confidence of using the disciplinary knowledge and skills of: <u>Working as a theologian:</u> *Know how to approach sources of authority from which people derive their beliefs. *To interpret sources of authority <u>Working as a social scientist:</u> *Know ways in which context affects ways of living *To analyse data that shows ways in which context affects ways of living <u>Working as a philosopher:</u> *Know different ways in which humans seek knowledge/wisdom *To reason using evidence	See the expected standard. Children will work as a theologian, a social scientist or a philosopher drawing upon their substantive knowledge independently and they will ask deep questions.	