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| **Year 5 RE Autumn 1-What does it mean for Christians to believe that God is holy and loving? Autumn 2 – Prayer: Hindu, Jewish and Islamic** |

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| **Key question –** **Aut 1 –**  **What does it mean for Christians to believe that God is holy and loving? (U2.1)****Aut 2 – Prayer – What? Where? How? When? Why? (U2.5)** |

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| **Skills** |
| **Make sense of belief** | Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, usingtheological terms.. |
| Explain beliefs about prayer from Judaism and IslamDescribe examples of texts which explain and influence Jews and Muslims in prayer |
| **Understanding the impact** | Make clear connections between Bible texts studied and what Christians believeabout God; for example, through how cathedrals are designed.Show how Christians put their beliefs into practice in worship |
| Make clear connections between belief about God and the practiceof prayerExplain differences between the ways Jews and Muslims pray |
| **Make connections** | 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. |
| Raise questions about prayer and God and explore varied answersExplain the importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different waysGive good reasons for their views about prayer and its value in different communities. |

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| **Children who have not understood the above skills****Barriers to understanding** |

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| **Year 5 RE Spring 1 – Place of worship Spring 2 – What do Christians believe Jesus did to ‘save’ people?** |

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| **Key question –** **Aut 1 – Why are places of worship important? (U2.2)****Aut 2 –** **What do Christians believe Jesus did to ‘save’ people? (U2.4)** |

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| **Skills** |
| **Make sense of belief** | Explain beliefs about holy buildings and God’s presence from different religionsDescribe examples of texts which explain worship and sacred space |
| Outline 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 |
| **Understanding the impact** | Make clear connections between belief about God and places and practices ofworshipExplain differences between what happens in different places of worship |
| Make clear connections between the Christian belief in Jesus’ deathas a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper.Show how Christians put their beliefs into practice in differentways. |
| **Make connections** | Raise questions about the value and impact of worship and the significance of ‘holy space’.Describe clear connections between beliefs about God and how people worship Express their own response to the idea that the Earth is a ‘holy place’ we all share. |
| Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.Articulate their own responses to the idea of sacrifice, recognising different points of view. |

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| **Children who have not understood the above skills****Barriers to understanding** |

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| **Year 5 RE Summer 1 –Can religions help people when times get hard? Summer 2 – Why do Hindus want to be good?** |

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| **Key question –** **Aut 1 –**  **Can religions help people when times get hard? (U2.3)****Aut 2 –**  **Why do Hindus want to be good? (U2.11)** |

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| **Skills** |
| **Make sense of belief** | Describe at least three examples of ways in which religions guide people in howto respond to good and hard times in lifeIdentify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences |
| Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, usingtechnical terms accurately.Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc. |
| **Understanding the impact** | Make clear connections between what people believe about God and howthey respond to challenges in life (e.g. suffering, bereavement)Give examples of ways in which beliefs about resurrection/judgement/ heaven/karma/ reincarnation make a difference to how someone lives |
| Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus liveConnect Hindu ideas about the stages of life [4 ashramas] with ideas of how tolive well [karma] and with beliefs about reincarnation [dharma, moksha]Give evidence and examples to show how Hindus put their beliefs into practice in different ways |
| **Make connections** | Interpret a range of artistic expressions of afterlife, offering and explainingdifferent ways of understanding theseOffer a reasoned response to the unit question, with evidence and example,expressing insights of their own |
| Make connections between Hindu beliefs studied (e.g. karma and dharma), andexplain how and why they are important to Hindus.Reflect on and articulate what impact belief in karma and dharma might haveon individuals and the world, recognising different points of view. |

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| **Children who have not understood the above skills****Barriers to understanding** |