



Unit Planner RE Year: 5

Title: Why do people think God exists?

Unit Overview	Children learn about the beliefs of different people and religions around the world. They think deeply about what their beliefs are and where these have come from. They learn about Christians and those people who have beliefs but not a faith.	
Prior Learning/ Links	Y3 – children learn about what people believe in God and what Christianity is about in Britain today. They learn about why prayer is important to some people. Y4 – Children learn about journeys and how beliefs can shape peoples lives. They think about what religion says about right and wrong..	
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
Key Questions: Why do some people believe God exists? What evidence is there to suggest God does/ Does not exist?	<ul style="list-style-type: none"> • Children know that there are lots of different religions that populate the world and that some people do not have a religion. • To know that theists believe in God, agnostic do not say whether they believe in God or not and atheist are people who do not believe in God. • Children can describe their beliefs and say why they feel/ think this way. They can give reasons why certain faiths believe in God and why atheists do not. • To be able to clearly state what Christians believe about God using examples from the Bible. • Discuss ways in which religion can be valuable in people’s lives, and how it can be challenging due to interpretations. 	Believing Gain and employ the skills and knowledge needed to engage seriously with religion and world views. <ul style="list-style-type: none"> • To discuss and present their own and others views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their won in different forms such as music, poetry and art. • To debate and reason as to why people believe god exists and what forms this takes in different religions. Expressing Express ideas and insights about the nature, significance and impact of religions and worldviews. <ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. • Considering places of worship and what they mean to different religions. Thinking about why people would go to worship when god is everywhere. Living Discuss and apply their own and others’ ideas about ethical questions, including ideas about right and wrong and what is just and fair, and express their own ideas clearly in response. <ul style="list-style-type: none"> • Investigate what are the things that matter most to Christians and humanists.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
Substantive: God Atheist Agnostic Theist	RE Blank Unit Planner 2015 (crossacresprimary.co.uk)	



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<p>Interpretation</p> <p>Examples</p> <p>evidence</p> <p>Disciplinary:</p> <p>Belief</p> <p>Discussion</p> <p>Debate</p> <p>questions</p>	<p>Religious experience argument - The existence of God - GCSE Religious Studies Revision - CCEA - BBC Bitesize</p> <p>Is God Real? Yes Or No? 17 Existence Of God Arguments (2022) (biblereasons.com)</p>	
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