









# Religious Education Long Term Plan Hadrian Y5






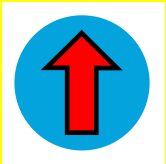
Y5 Religious Education				
Benchmark Expectations by Age 11		Key Links		
<p>Knowledge and understanding - Pupils will:</p> <ul style="list-style-type: none"> <li>• have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews, using wide-ranging technical vocabulary</li> <li>• have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews</li> <li>• have knowledge of the diversity of religious and non-religious worldviews within the local, national and global context, and show understanding of similarities and differences between them.</li> </ul> <p>Critical thinking - In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up. Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument). Sound = reliable, competent.</p>		<p style="text-align: center;"> <a href="https://www.reonline.org.uk/">https://www.reonline.org.uk/</a>  <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a>  <a href="https://school-learningzone.co.uk/key_stage_two/key_stage_two.html">https://school-learningzone.co.uk/key_stage_two/key_stage_two.html</a> </p>		
Topics		Benchmark expectations	Key skills	Key Vocab
Autumn 1	How do Sikhs show commitment and belonging?	<p>By the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• Know the main beliefs in the Sikh religion.</li> <li>• Be aware of the 10 Gurus and understand the significance of Guru Nanak for Sikhs</li> </ul>	<ul style="list-style-type: none"> <li>• identifying key religious values</li> <li>• ask relevant questions</li> <li>• suggesting meanings of religious texts</li> <li>• explaining why people belong to faith communities</li> <li>• giving an informed opinion and expressing a personal</li> </ul>	<p>Punjab / guru / vision / Waheguru / reincarnation / mukti / karma / gurdwara / Guru Granth</p>

		<ul style="list-style-type: none"> <li>• Understand the description of God in the Mool Mantar/Mool Mantra, symbolised in Ik Onkar</li> <li>• Understand the significance of Naam Karan, Khalsa and the Amrit ceremonies as an expression of commitment , belonging and identity.</li> <li>• Know that the Gurdwara is a place of worship, community and service to others (eg through the shared langar meal.</li> <li>• Begin to understand how Sikh values will affect views on moral issues</li> </ul>	viewpoint	Sahib / Mool Mantar / Ik Onkar / meditation / Naam Karan / Singh / Kaur / Khalsa / Amrit / langar / caste / sewa
<p>Progression</p> 	This unit introduces pupils to the Sikh religion.			
<p>Teacher Subject Knowledge</p> 	<p>Knowledge - main beliefs of Sikhism / the history of Sikhism with relevance to Guru Nanak, the following Gurus and the Guru Granth Sahib / know what the Mool Mantar, and Ik Onkar symbol is and its significance during Sikh worship / know what happens during belonging and commitment ceremonies and their significance for Sikhs / understand how a Gurdwara is utilized for both worship and community / know how and why Sikhs use the langar and how this shows equality of all / know what the act of sewa is and its importance for Sikhs</p>			


<p>Cross Curricular Links</p> 	<p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about how Sikhs show belonging. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> <p>ICT</p>			
<p>Autumn 2</p>	<p>What are the themes of Christmas?</p>	<p>By the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>· make links between themes of Christmas eg love, peace, light over darkness, goodwill, joy giving and story of Christmas</li> <li>· compare aspects of their own experiences and their own ideas about the significance and importance of Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking relevant questions</li> <li>• drawing meaning from artefacts, art, poetry and symbolism</li> <li>• knowing how to use different types of sources as a way of gathering information</li> <li>• identifying key religious values and their interplay with secular ones</li> <li>• thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices</li> </ul>	<p>Secular / love / giving / joy / peace / goodwill</p>
<p>Progression</p> 	<p>This unit builds on from previous units about Christmas in KS1 and lower KS2</p>			
<p>Teacher Subject Knowledge</p>	<p>Knowledge - how Christmas is celebrated as both a religious and secular festival / themes of Christmas / the birth story as written in Matthew and Luke / Christmas charity - Crisis at Christmas / how the themes of Christmas are</p>			



	<p>practiced in our secular society / how themes are practiced by Christians.</p>			
<p>Cross Curricular</p>  <p>Links</p>	<p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about the themes of Christmas. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> <p>Art</p>			
<p>Spring 1</p>	<p>Where does the Bible come from?</p>	<p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> <li>· describe what is in the Bible (different types of writing, Old and New Testament) and how it is used</li> <li>· show understanding of how the Bible helps Christians and why it is important to them</li> <li>· describe some similarities and differences in how the Bible is interpreted</li> <li>· give responses to questions raised about the Bible e.g. does something have to have happened to be true?</li> </ul>	<ul style="list-style-type: none"> <li>• knowing how to use different types of sources as a way of gathering evidence</li> <li>• interpreting religious language</li> <li>• suggesting meanings of religious texts</li> <li>• giving an informed opinion and expressing a personal viewpoint</li> <li>• debating issues of religious significance, with reference to evidence, factual information and argument</li> <li>• developing a personal interest and curiosity in puzzling, searching and challenging questions</li> <li>• considering the thoughts, feelings, experiences, beliefs,</li> </ul>	<p>Sacred / salvation / New Testament / Creation / interpretation / authority / Incarnation / Old Testament</p>




		<ul style="list-style-type: none"> <li>describe the Big Story of Christianity shown through the Bible.</li> </ul>	<ul style="list-style-type: none"> <li>attitudes and values of others</li> <li>seeing the world through the eyes of others and issues arising from their point of view</li> </ul>	
<b>Progression</b> 	This unit builds on the KS1 Year 2 Unit "Why is the Bible special to Christians?" The Bible will have been referred to in other units about Jesus, the Church, Christmas and Easter.			
Teacher Subject Knowledge 	Knowledge - That the Bible is the world's best-selling book / there are many versions and translations of the Bible / the structure of the Bible / Old Testament was written in Hebrew and the New Testament was written in Greek by a variety of authors / the approximate timeline of the Bible / the Lindisfarne Gospels / how to find passages in the Bible / why Christians read the Bible / Bible as main source of Authority for Christians / Creation story and literal and non-literal truth			
Cross Curricular Links 	Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about the Bible. This work contributes to pupils' own personal development (SMSC development) but should not be assessed. English - genres of writing in the Bible			
Spring 2	Why is the Last Supper so important to Christians?	By the end of this unit most pupils: <ul style="list-style-type: none"> <li>Will reflect on their own and other people's feelings during special meals</li> </ul>	<ul style="list-style-type: none"> <li>thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs</li> </ul>	Easter / the Last Supper / Holy Week / celebration /

		<ul style="list-style-type: none"> <li>• Know the events leading up to and during the Last Supper</li> <li>• Identify the symbols associated with the Last Supper and understand their significance for Christians</li> <li>• Reflect on how Jesus may have felt during the events of the Last Supper</li> <li>• Know how Christians remember the Last Supper during Holy Week and also throughout the year by participating in Holy Communion / Eucharist.</li> </ul>	<p>and practices</p> <ul style="list-style-type: none"> <li>• developing a personal interest and curiosity in puzzling, searching and challenging questions</li> <li>• developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>• seeing the world through the eyes of others and issues arising from their point of view</li> <li>• Ask relevant questions</li> </ul>	<p>symbolism / Disciples / Maundy Thursday / Holy Communion / Eucharist</p>
<p>Progression</p> 	<p>This unit will build on previous work about Easter from previous years.</p>			
<p>Teacher Subject Knowledge</p>	<p>Knowledge - Events of Easter (Holy Week) / detailed knowledge of the story of the Last Supper (symbolism of bread and wine) / knowledge of paintings depicting the Last Supper / origins of Maundy Thursday / what Christians do to observe Maundy Thursday / to understand that the symbols of bread and wine are still used during Holy Communion / Eucharist</p>			

				
<p>Cross Curricular Links</p> 	<p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about the story of Easter. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> <p>ICT</p> <p>Art</p>			
<p>Summer 1</p>	<p>What do Christians believe about God?</p>	<p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> <li>· demonstrate detailed knowledge and understanding of the links between Christian beliefs in God and Biblical metaphor, symbols/other forms of Christian expression</li> <li>· demonstrate detailed understanding of how such beliefs have an impact on the lives of</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing meaning from religious texts, symbols, metaphors</li> <li>• Giving meaning to concepts, symbols, stories etc; give an informed opinion and personal viewpoint</li> <li>• Seeing the world through the eyes of others and issues arising from their point of view</li> <li>• Developing a personal interest and curiosity in puzzling, searching and challenging questions.</li> </ul>	<p>Bible / Christians / God / Trinity / metaphor / creator / authority / power / protector / saviour / infinite / eternal</p>

		<p>Christians;</p> <ul style="list-style-type: none"><li>· suggest meanings for some of the ways in which beliefs about God are represented in art/symbolism</li><li>· respond to the questions about Christian belief in God. In relation to these questions and religious material studied, they will express their own views, supporting them with sound reasons. They can show understanding of different views and be able to give reasons to support an opposing view (i.e. they can see both sides of an argument).</li></ul>		
<p>Progression</p> 	<p>This unit will build on work from KS1 work in relation to Christian Harvest and belief in God as creator.</p>			

<p>Teacher Subject Knowledge</p> 	<p>Knowledge - Metaphors for God (creator / father / shepherd ect) / Genesis Creation Story / know how to conduct a Community of Enquiry / understand the metaphor of God as a potter (Isaiah and Jeremiah) / how Christians worship God as creator - Harvest / Creation Story as a myth - literal and non-literal truths / story of Moses and the Burning Bush / knowledge of the Holy Trinity / Christian belief in God as Alpha and Omega</p>			
<p>Cross Curricular Links</p> 	<p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about Christian belief in God and develop empathy for people with differing beliefs and experiences. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> <p>English - calligrams / poems</p>			
<p>Summer 2</p>	<p>Why is Muhammed important to Muslims?</p>	<p>By the end of this unit pupils will:</p> <ul style="list-style-type: none"> <li>• Know that Muslims believe that Muhammed was the final prophet</li> <li>• Understand that Muslims believe the Qur'an was revealed to Muhammad</li> <li>• Know the beliefs about the Qur'an as the final revelation of Allah</li> <li>• Understand how the Qur'an is treated and used by</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Distinguishing between the features of different religions</li> <li>• suggesting meanings of religious texts</li> <li>• Interpreting religious language</li> <li>• Drawing meaning from artefacts, art, poetry and symbolism</li> <li>• Considering the thoughts, feelings, experiences, beliefs, attitudes and values of others</li> </ul>	<p>Muhammad / Mecca / idols / meditation / Angel Gabriel / revelation / Qur'an / sura / Arabic / Hadiths /</p>

		<p>Muslims today, some passages from the Qur'an.</p>	<ul style="list-style-type: none"> <li>• Seeing the world through the eyes of others and issues arising from their point of view</li> </ul>	
<p>Progression</p> 	<p>This unit builds on work from Year 2 - How is the Quran treated as sacred by Muslims?</p>			
<p>Teacher Subject Knowledge</p> 	<p>Knowledge - life of Muhammad prior to revelation by the Angel Gabriel / Muhammad as the final prophet / the structure of the Qur'an and its significance to Muslims / how the Qur'an is believed to be the word of God and how it is therefore treated with utmost respect / know what a Hadith is</p>			
<p>Cross Curricular Links</p> 	<p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about how Muhammad is important to Muslims. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p>			
<p>Education for a Connected World (Throughout the year)</p>		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

Key texts



Guru Granth Sahib - The Mool Mantra

Bible - birth stories from Matthew and Luke / story of The Last Supper / various passages which show metaphors for God

Qur'an - various passages