



Moorside Primary School

RE Year 5 Overview

Autumn	Spring	Summer
<p>Celebrations, key events in life and pilgrimage</p>	<p>Belonging to a community, individual commitment and religious leadership</p>	<p>Sacred texts and stories, their guidance and impact</p>
<p>Pupils explore what it means to live as a Christian/Jew in Britain today, considering internal diversity. They reflect on spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas).</p> <p>They learn about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions. They develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus and practices in the Church year.</p> <p>Pupils make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</p>	<p>Expressing what belonging and faith means in Christianity and Judaism. Pupils explore and compare the lives of key leaders from contemporary life.</p> <p>They ask what it means to be a religious leader and how leadership impacts the lives of followers. They express insights into the modern day challenges of ancient laws for Jews (e.g. keeping Shabbat and keeping Kosher).</p> <p>Through the stories of Moses and Jesus, pupils explore key events from history. They learn about the common themes and symbolism of Passover and Easter and how these are connected. They raise questions of faith and discover the main Christian and Jewish groups represented in Britain today.</p>	<p>What makes a source of wisdom? Pupils investigate and interpret a range of stories, sacred writing, people and artefacts from different traditions and communities. Texts might include The Lord's Prayer, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita and worldview responses. Pupils interpret what sources of wisdom communicate to followers and their impact upon groups of faith and belief. They explore key religious figures in different traditions and their actions (e.g. What did Jesus do to save human beings?).</p>
<p>Symbolic ways of expressing meaning</p>	<p>Different ideas about God and gods, creation and ultimate questions</p>	<p>Taking responsibility for living together, values and respect</p>
<p>Pupils compare how religious and symbolic artefacts are used in prayer and practice to express meaning. Pupils discover why and how artefacts are used in Jewish prayer to enrich experience. They explore how religious faith is communicated and expressed through the creative arts.</p>	<p>Discussing challenging and deeper questions about meaning, purpose and truth, pupils consider reasons why there are different responses and ideas about the divine (e.g. whether God is real).</p> <p>They start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives.</p> <p>Pupils begin to explore different accounts on how the world began and question how they all can be true. They consider the role of God and the responsibility of humanity.</p> <p>Through creative media they begin to ask and answer their own questions. <i>This could be introduced through participation in a practical, expressive project such as NATRE Spirited Art www.natre.org.</i></p>	<p>How can people live together for the wellbeing of all? Considering our social and environmental responsibilities, pupils discover and respond to religious and moral codes of conduct from the Christian, Jewish and Humanist traditions. They think about why they should care, what is important and what may influence a community and individual's choices.</p> <p>They compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam).</p> <p>Pupils think about God in the light of the values of fairness and equality, love, caring and sharing.</p>



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Exploring the incarnation through the Christmas story	Communicating beyond prayer and sacred spaces	Reflecting on ethics, what is right and wrong, just and fair
<p>Pupils will explore how the Christian belief in the incarnation is reflected through the Christmas story and can compare this with incarnation in other accounts in the Bible other than the Christmas story. They will have a clear grasp of the Christian belief in Jesus as "God is with us". Reflect on how this belief might help them in daily life.</p> <p>Nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2).</p>	<p>Pupils explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews.</p> <p>They observe how some believers communicate through the physical space of a church/synagogue/temple, looking at the similarities and differences.</p> <p>They question whether or not prayer spaces are needed to connect to God and enquire how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship.</p> <p>They experience the importance of collective and private space/stillness/silence/yoga as a form of worship and write some prayers or meditations suited to a particular occasion and tradition.</p>	<p>Considering the guidance of the Ten Commandments, pupils express ideas about right and wrong in the light of their learning.</p> <p>They persuasively argue about reasons why some people (from a religious and or non-religious background) try to help others in need (e.g. victims of natural disasters and those with disabilities).</p> <p>Pupils learn about the practise of justice through the work of different Christian aid agencies and consider how it links with the life and teachings of Jesus.</p> <p>In Judaism they explore fairness through the commandment of giving charity (Tzedekah) and the importance of supporting communal projects.</p> <p>Pupils evaluate different religious responses to justice and fairness.</p>
	<p style="text-align: center;">Exploring themes in The Last Supper</p> <p>Discuss characters in the last supper.</p> <p>How would you feel if you knew you were going to be arrested or even sentenced to death? If you knew you were leaving your family and friends, what might you leave them to remember you by?</p>	