

Year 5 RE Curriculum

Autumn	Spring	Summer
<p>Domestic Church- Ourselves Created in the image and likeness of God: -to make links between their beliefs about talents and qualities and how they use them and how it affects others. - to compare their own and other people's ideas about questions of talents and qualities. -to begin to show understanding of how beliefs and values affect our love and care of each other. -to make links between the words of Paul and the Christian's belief in peace. - to describe and show an understanding of the scripture, beliefs, feelings and the experience of being made in image and likeness of God. - to begin to show understanding of how the call to be holy shapes life.</p> <p>Other faiths -Judaism Beliefs and festivals – Pesach: -to think about that there are times for remembering and the story of the Exodus. -to learn about the celebration of Passover/Pesach. -to understand belief in one God: the Shema, God cares his people.</p> <p>Baptism/Confirmation- Life Choices Marriage, commitment and service: -to make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other. - to compare their own and other people's ideas about questions concerning care and commitment that are difficult to answer. -to begin to engage with and respond to questions of life, particularly in relationships.</p>	<p>Local Church- Mission Continuing Jesus' mission in diocese (ecumenism): -to make links to show how inspirational leaders affect their behaviour and that of others. - to compare their own and other people's ideas about questions about what inspires people in their mission and realise that some of these are difficult to answer. -to to begin to show and understanding of how their own and others' decisions in carrying out their mission in communities are informed by beliefs and values. -to make links between how Jesus undertook his mission to share the Good News and how each diocese continues that mission and work today. - to give reasons why people carry out Jesus' mission in different ways through what they say and do. - to describe and begin to show they understand how dioceses and different Christian communities continue to carry out the work and mission of Jesus. -to begin to be able to show they understand why Christians, because of what they believe, want to share the mission of Jesus and do so in different ways. -to begin to be able to engage and respond to questions of how religious teaching affects life and work within a community and diocese.</p> <p>Eucharist – Memorial Sacrifice The Eucharist; the living memorial of Jesus: -to compare their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and realise some of these questions are difficult to answer. - to make links to show how feelings and beliefs about memories affect their own behaviour and that of others.</p>	<p>Pentecost- Transformation Celebration of the Spirit's transforming power: to make links to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others. - to compare their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses. -to begin to show understanding of how their own and others' decisions about the use of transforming energy are informed by belief and values. -to give reasons for the actions of Cleopas on the road to Emmaus. - to use a developing religious vocabulary to give reasons for religious actions and symbols connected with Pentecost. - to give reasons for certain actions of Christians inspired by the Holy Spirit. - to make links between scripture and God's gift of the Holy Spirit and forgiveness. -to begin to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them. - to show understanding of the transforming power of the Holy Spirit and how it shapes the lives of Christians. - to engage with and respond to questions about how the belief in the transforming power of the Spirit and the message expressed in Paul's letter give meaning and purpose to life.</p> <p>Reconciliation- Freedom and Responsibility Commandments enable Christians to be free and responsible:</p>

- to use a developing religious vocabulary to give reasons for the religious actions and symbols used in the Sacrament of Marriage.
- to give reasons for the love and service shown by Christians.
- to make links to show how feelings and beliefs affect their behaviour and that of others, concerning their mission in life.
- to use religious terms to begin to show an understanding of the marriage liturgy and the Promises made.
- to show understanding of how religious belief shapes the lives of married people.
- to begin to show understanding of how religious belief shapes the lives of those who are involved in the community as volunteers.

Advent/Christmas- Hope

Advent; waiting in joyful hope for Jesus; the promised one:

- to make links to show how feelings and beliefs affect their own and others' behaviour whilst waiting and hoping.
- to compare their own and other people's ideas about questions concerning waiting and hoping and how these questions are difficult to answer.
- to begin to show understanding of how their own and others' decisions about how they wait and hope are informed by beliefs and values.
- to begin to engage with and respond to questions of waiting and hoping in the light of religious teaching.
- to make links between scripture texts showing how the people of God waited purposefully with hope, for the Messiah; and how Christians today hope to welcome Christ at Christmas and at the second coming.
- to use developing religious vocabulary to give reasons for the religious actions and symbols connected with the liturgical season of Advent.
- will be able to give reasons why Christians show love

- to begin to show understanding of how their own and others' decisions about memories are informed by beliefs and values.
- to make links between the Passover in Exodus, the Last Supper and belief in the Eucharist.
- to use a developing religious vocabulary to give reasons for religious actions and symbols connected to the Passover and the celebration of the Eucharist.
- to give reasons for why believers follow the example of Jesus in his life of sacrifice.
- to begin to describe and show understanding of scripture, symbols, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist, making links between them.
- to begin to show understanding of how belief in the sacrifice of Jesus shapes the lives of Christians.
- to begin to engage with and respond to questions of life choices in the light of religious teaching about sacrifice.

Lent/Easter- Sacrifice

Lent, a time of giving in order to celebrate the sacrifice of Jesus:

- to make links to show how feeling and beliefs affect giving and refusing to give and appreciating the cost of giving.
- to compare their own and other people's ideas about questions concerning giving and refusing to give and appreciating the cost of giving and realise that these questions are difficult to answer.
- to begin to show how their own and others' decisions about giving and refusing to give are informed by beliefs and values.
- to make links between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent.
- to use a developing religious vocabulary to give reasons for religious actions and symbols used during Holy Week and the Easter Vigil.

- to make links to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others.
- to compare their own and other people's ideas about questions concerning the use of freedom and responsibility and know that these questions are sometimes difficult to answer.
- to begin to show how their own and others' decisions about freedom and responsibility are informed by beliefs and values.
- to make links between the stories of the Ten Commandments, the Beatitudes and other texts studied and belief in God's rules for living freely and the responsibility this brings.
- to give reasons why believers choose to live by God's laws.
- to make links to show how feelings and beliefs in the laws God has given us affect their behaviour and that of others.
- to begin to engage and respond to questions of life in the light of religious teaching on the freedom and responsibility given to us by God through his laws.
- to begin to describe and show understanding of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be reconciled with God and with others.
- to begin to show understanding of how religious belief in the freedom and responsibility of living by God's law shapes our lives.

Other Faiths- Islam

Beliefs/ festivals – ramadan and pilgrimage

- to reflect on special times
- to learn Ramadan and Eid-ul-Fitr are special times for Muslims
- to learn about the pilgrimage to Makkah.

Universal Church- Stewardship

The Church is called to stewardship of Creation:

and service as they wait hopefully for the coming of Christ.

- to describe, begin to show understanding and make links between scripture texts and belief in the coming of Jesus at Christmas and at the end of time.
- to begin to show understanding of how belief in the coming of Christ shapes the lives of Christians, by encouraging them to love and serve others.
- to begin to show how their own and others' decisions to prepare well through love and service of others and to wait hopefully are informed by the belief that Christ will come.
- to begin to engage with and make a response to questions about the coming of Christ in the light of what they have learnt from scripture and Church teaching.

- to give reasons why Christians make sacrifices during Lent.

- to begin to describe and show understanding of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them.
- to use religious terms to show an understanding of the different liturgies of Holy Week and the Easter vigil.
- to begin to show understanding of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives.
- to begin to engage with and respond to questions about sacrifice in the light of religious teaching.

-to make links to show how feelings and beliefs about care for the earth affect their own behaviour and that of others.

- to compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth.
- to show how their own and others' decisions about how they care for the earth are informed by beliefs and values.
- to give reasons why Christians are concerned about the stewardship of creation.
- to make links between scripture and the belief of caring for creation.
- to describe and show understanding of scripture, beliefs, ideas, feelings and experiences of being stewards of God's creation and make links between them.
- to show understanding of how religious belief shapes life in relation to stewardship of creation.
- to engage with and respond to questions of about care of creation in the light of religious teaching.