

# RE Planning Overview: Vision. Provision. Impact.

## Year 5

Theme	Understanding Christianity Knowledge Building Blocks	Other strands / Local links	Outcomes. Children can ...
Autumn 1:	<p><b><u>Unit 2B.2: Creation. Creation and Science; conflicting or complimentary?</u></b>                      There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.                      These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?                      There are many scientists throughout history and now who are Christians.                      The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p> <p><b><u>Questions to ask God:</u></b>                      Children consider any questions they might have and the possible answers.</p>	<p><b>Islam</b></p> <p><b>Harvest</b></p>	<ul style="list-style-type: none"> <li>Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose.</li> <li>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</li> <li>Make clear connections between Genesis 1 and Christian belief about God as Creator.</li> <li>Show understanding of why many Christians find science and faith go together.</li> <li>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</li> </ul>
Autumn 2:	<p><b><u>Unit 2B.3: People of God. How can following God bring freedom and justice?</u></b></p> <ul style="list-style-type: none"> <li>The Old Testament pieces together the story of the People of God.</li> <li>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</li> <li>Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li> </ul> <p><i>Include Digging Deeper strands where required.</i></p>	<p><b>Islam:</b>                      Rules for living.                      Christians and Muslims follow rules and try to live their lives by them.                      Understand the reasons behind them.</p> <p><b>Christmas</b>                      Understand the terms "sacred" and "Secular" and what they mean when describing</p>	<ul style="list-style-type: none"> <li>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</li> <li>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</li> <li>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</li> <li>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</li> </ul>

		Christmas.	
Spring 1:	<p><b>Unit 2B.6 (Year 5): Salvation. What did Jesus do to save human beings?</b></p> <ul style="list-style-type: none"> <li>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</li> <li>The Gospels give accounts of Jesus' death and resurrection.</li> <li>The New Testament says that Jesus' death was somehow 'for us'.</li> <li>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.</li> <li>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</li> <li>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</li> </ul>		<ul style="list-style-type: none"> <li>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</li> <li>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</li> <li>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</li> <li>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</li> <li>Show how Christians put their beliefs into practice.</li> <li>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> </ul>
Spring 2:	<p><b>Digging Deeper</b></p> <p><b>Unit 2B.6 (Year 5): Salvation. What did Jesus do to save human beings?</b></p> <ul style="list-style-type: none"> <li>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</li> <li>The New Testament says that Jesus' death was somehow 'for us'.</li> <li>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.</li> <li>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</li> </ul>	<p><b>Easter</b></p> <p>Consider the various ways Jesus is thought of and remembered.</p> <p>Consider the emotions surrounding the Easter story, of each "character".</p> <p>Consider descriptions and statements about Jesus and use to think about statements you could make about yourself.</p> <p>Consider ultimate questions about Easter.</p>	<ul style="list-style-type: none"> <li>Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.</li> <li>Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.</li> <li>Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.</li> <li>Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.</li> </ul>

<p>Summer 1:</p>	<p><b>Unit 2B.5; Gospel. What would Jesus do?</b></p> <ul style="list-style-type: none"> <li>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</li> <li>Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</li> <li>Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</li> </ul> <p><i>Include Digging deeper strands where required.</i></p>	<p><b>Islam</b> Who was Muhammad and why he is a special person to Muslims.</p> <p>Recognise the significance of religious figures to their followers - similarities to what Jesus means to Christians.</p>	<ul style="list-style-type: none"> <li>Identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> <li>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> <li>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</li> </ul>
<p>Summer 2:</p>	<p><b>To understand Muslim beliefs about God</b></p> <ul style="list-style-type: none"> <li>One God Allah, many ways to describe him.</li> <li>To know the Five pillars of Faith, and understand the importance of prayer to Muslims.</li> <li>Recognise some similarities between Muslim and Christian beliefs about God, and relate own understanding about God to this.</li> <li>To know who Muhammad was and why he is a special person to Muslims.</li> <li>To know what the Muslim festivals Eid-ul-Fitr and Ramadan are, and ways they are celebrated.</li> <li>To consider ways festivals are celebrated and recognise the importance of traditions and symbolism at these special times.</li> <li>To know the names of the Mosque and Musalla, and what significance they have to Muslims.</li> <li>To understand what Muslims do in a Mosque.</li> <li>To understand that personal experiences and feelings can influence their attitudes and actions.</li> </ul>	<p><b>Eucharist</b> Services in St Mary's church and school.</p> <p><b>Local links:</b> Mosque visitor / guest speaker from the Muslim faith community (Wendy Lidgate from WHHERE link: <a href="mailto:wendy.lidgate@outlook.com">wendy.lidgate@outlook.com</a>)</p>	<p>Know who Mohammad was and the some of the traditions and beliefs about him as a special person. Identify the 5 pillars of faith and show an awareness of the impact of these in everyday lives. Know the main features of a Mosque and Musalla. Know the main features of how Muslims worship in a Mosque. Relate similarities between living a life of faith as a Muslim to living a life of faith as a Christian on a daily basis. Show a recognition of some of the symbolism and traditions of special celebrations in the Islamic tradition; Eid-ul-Fitr and Ramadan. Relate similarities between festivals and celebrations for Muslims to those for Christians.</p>