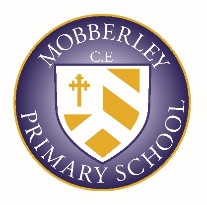


**Mobberley Church of England Primary School**



**‘Open Hearts, Open Minds, Open Doors’**

**Matthew 7:7**

**“Ask and it will be given unto you; seek and you will find; knock, and the door will be opened to you.”**

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| **Compassion** | **Courage** | **Perseverance** | **Respect** | **Honesty and Truthfulness** | **Friendship** |

**Year 5 Religious Education and Worldviews Long Term Plan**

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| **Term**  **Unit Name**  **Religions Covered** | **Golden Threads** | **Enquiry Questions**  **Colour coded Enquiry Questions**  **Red= Theology**  **Green= Human and Social Sciences**  **Blue= Philosophy**  **Purple=Other** | Concepts/ Vocabulary | **Statutory End of Key Stage Statements** |
| **QUESTFUL UNIT LINKS** |
| **Autumn Term 1**  **How do Hindus make sense of their world?**  **Why is light important to Hindus?**  **Hindu Dharma** | **God, the world and self**  **Belonging and Celebration** | How do Hindus make sense of their world?  Why is light important to Hindus?  Is the idea of one God important in Hindu Dharma?  Why is Rama important to Hindus?  How and why do some Hindus celebrate?  Why is the idea of light and darkness important in other faiths?  Where do these ideas about light/darkness come from? | Aum  Swastika  Rama  Sita  Vishnu  Brahman  Puja  Diwali  Holi  Prahlad  Durga Puja  Santana  Dharma  Sanskrit | 58.Describe various forms of worship that happen in the Hindu Mandir (Temple), including Puja.  59.Outline some of the stories of Vishnu, Rama and Sita and explain their significance for many Hindus.  60.Identify key Hindu Dharma symbols and explain their meaning, e.g. Aum, Swastika.  61.Describe how and suggest why many Hindus celebrate Diwali and Holi. (Use examples from different traditions). |
| QUESTFUL UKS2 UNIT 6.6 God – World Faith Link to Hinduism – Brahman, Visiting the Mandir and Taking part in the Durga Puja videos |
| **Autumn Term 2 pt 1**  **(approx. 3-4 weeks)**  **How do people use sources of authority to determine beliefs?**  **Christianity**  (Make links with other religious and non-religious teachings) | **Authority**  **Personal Belief** | What is truth?  How does the Bible help Christians to live?  What was important to some about the teaching of Jesus? e.g. Sermon on the Mount  Are sources for sacred texts reliable?  (make some comparisons with Hindu Texts) | Truth  Bible  Kingdom of God  Old Testament  New Testament  Beatitudes  Sermon on the Mount  Sources  Parables  Lord’s Prayer  Temptations  Confess  Bhagavad Gita  Vedas | 47. Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the ‘Kingdom of God’ and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord’s Prayer; Jesus’ Temptations; Parables of the Kingdom. (Use examples from different viewpoints) |
| QUESTFUL UNIT UKS2 5.1 – The Bible  How and why do Christians read the Bible?  Ref: Supplementary QUESTFUL Units S2 The Lord’s Prayer, S3 Old Testament, S8 Lent (The Temptation of Jesus) S9 New Testament, |
| **Autumn Term 2 pt 2**  **(approx. 3 weeks)**  **Incarnation**  Understanding Christianity Unit – Core Learning Section  Upper Key Stage 2 /Unit 2B.4  **Christianity**  Was Jesus the Messiah? (UC) | **Authority**  **Marking Life’s Journey** | Was Jesus the Messiah? | Jesus  Messiah  Saviour  Incarnation  Gospel  Prophecy  Theology  Fulfilment | 42.Describe why many Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’.  43.Identify ways in which some Christians believe the Old Testament prophecies speak about Jesus. |
| QUESTFUL UNIT UKS2 5.2 – Christmas  How do our celebrations reflect the true meaning of Christmas? |
| **Spring Term 1**  **How can other people’s beliefs inspire our lives?**  Muhammad and the prophets  Allah and submission  Devotion  Sunni and Shi’ite Beliefs about Quran and Hadith  ANGELS  **Islam** | **Authority**  **Personal Belief**  **Belonging** | Why is Muhammad (pbuh) important to Muslims?  Why are there so many prophets in Islam?  What do Muslims believe about the origins and authority of the Qur’an?  What do Muslims believe about Angels?  Why do Muslims believe that Allah is immanent?  How is this reflected in their daily lives?  How do Muslims submit to Allah?  Why does Allah allow Muslims to do wrong?  Are Angels real?  Are we alone in the universe? | Risalah  Tawhid  Prophethood  Qur’an  Transcendent  Eternal  Shahada  Muhammad (pbuh)  Surah Immanent  Salah  Opening:  Al Fatihah  Bilal  Free will  Sunni  Shia  Jibril  Revealed | 50. Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. (Use examples from different traditions).  51. Explain how majority of Muslims believe that Muhammad (pbuh) is the last and final prophet.  52. Understand many Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will.  55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. (Use examples from different traditions).  56. Explain why the Qur’an is so important to Muslims. (use key texts to explain ideas) |
| Supplementary QUESTFUL Units S13 stories with meaning from World Faiths. World Faith Links – Islam Stories of Prophet Muhammad  QUESTFUL UNIT 5.1 – Bible World Faith Links – Islam  QUESTFUL UNIT S7 – Change the World - World Faith Links - Islam |
| **Spring Term 2**  **Salvation**  Understanding Christianity Unit Learning Section  Upper Key Stage 2/ Unit 2B.6 (Year 5)  **Christianity**  What did Jesus do to Save Human Beings? (UC) | **God, the world and self**  **Marking Life’s journey** | What did Jesus do to save human beings?  What difference does Jesus’ sacrifice make to Christians?  What difference does Jesus’ example make to the world? | Salvation  Reconciliation  Sacrifice  Christian Worship  Trinity  Eucharist  Mass | 41.Explain the roles of ‘Father, Son and Holy Spirit’ (Trinity) in some Christian views of God. (*Use examples from different Christian viewpoints*)  44.Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that  Christians can live forgiven in a relationship with God, (sacrifice and reconciliation). (*Use examples from different viewpoints*)  45.Suggest answers to questions that the resurrection of Jesus might raise.  48.Describe how signs of salvation in churches reinforce the Christian idea of forgiveness. (Use examples from different traditions and viewpoints)  49.Analyse how diverse expressions of Christian worship can reinforce faith and belief. |
| QUESTFUL UKS2 UNIT 5.4 -Easter  Why do Christians believe that Easter is a celebration of victory?  QUESTFUL UKS2 UNIT 6.3 – Eucharist  Why do Christians celebrate the Eucharist?  (QUESTFUL Supplementary Units S1 – Holy Week, S6 – Easter Around the World, S8 – LENT) |
| **Summer Term 1**  **What do people believe about the origins of the world?**  **Creation/Fall**  Taught using Understanding Christianity Unit  Upper Key Stage 2 /Unit 2B.2  **Creation and Science: Conflicting or Complimentary? (UC**)  **Christianity/**  **Humanism/**  **Cross Religious/**  **Non-Religious Worldview** | **Authority**  **Religious/Non-religious World View in the wider world** | What do people believe about the origins of the world?  Creation and Science: Conflicting or Complimentary?  Does Science prove Genesis is false/wrong? | God  Creation  Fall  Big Bang  Cosmology  Metaphor  Faith  Science  Evolution  Atom  Christian  Humanist  Atheist  Agnostic | 69.Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious viewpoints.  70.Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. |
| Ref: QUESTFUL UKS1 UNIT - Creation – listen to the song and reflect on the words for a discussion starter.  Watch the Nobody stands Nowhere video (introductory What is QQUESTFUL RE page – as a discussion point) |
| **Summer Term 2**  **Pilgrimages**  **Are journeys important? Is life a journey?**  **Christianity/**  **Cross Religious/**  **Non-Religious Worldview** | **Marking Life’s Journey** | What does pilgrimage teach religious people?  Do non-religious people express similar ideas about making a journey?  What influences how religious and non-religious people live? (E.g. dress, go on pilgrimage, eat, social media etc) Sociology question | Pilgrimage  Pilgrim  Spiritual  Sacred  Journey  Penance  Forgiveness  Ritual  Community  Umma  Worship  Prayer  Hajj  Ganges  Lourdes  Camino de Santiago | 66.Outline compare and contrast key Christian, Hindu Dharma and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/do not believe in God.  67.Compare and contrast Christians/Hindu Dharma/Muslim pilgrimages and reflect on how they affect believers. |
| QUESTFUL UKS2 UNIT 6.1 – Life as a journey  Is every person’s journey the same? World Faith links to pilgrimages around the world. |

Year 5

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| **Essential Content: Christianity** |
| 41.Explain the roles of ‘Father, Son and Holy Spirit’ (Trinity) in some Christian views of God. (*Use examples from different Christian viewpoints*) |
| 42.Describe why many Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’. (*Use examples from different viewpoints*) |
| 43.Identify ways in which some Christians believe the Old Testament prophecies speak about Jesus. |
| 44.Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that  Christians can live forgiven in a relationship with God, (sacrifice and reconciliation). (*Use examples from different viewpoints*) |
| 45.Suggest answers to questions that the resurrection of Jesus might raise. |
| 46.Identify ways Christians believe God is with them in hard times eg: prayer; worship; peace. (*Use different views)* |
| 47. Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the ‘Kingdom of God’  and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes;  The Lord’s Prayer; Jesus’ Temptations; Parables of the Kingdom. (*Use examples from different viewpoints*) |
| 48.Describe how signs of salvation in churches reinforce the Christian idea of forgiveness.(*Use examples from different traditions and viewpoints*) |
| 49.Analyse how diverse expressions of Christian worship can reinforce faith and belief. |
| **Essential Content: Islam** |
| 50. Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all  taught the same message. (*Use examples from different traditions*). |
| 51. Explain how majority of Muslims believe that Muhammad (pbuh) is the last and final prophet. |
| 52. Understand many Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will. |
| 53. Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable most  Muslims to have peace with God. (*Use examples from different traditions eg Sunni and Shi’ite*). |
| 54. Identify, describe, and explain key Muslim beliefs related to Allah (God); marriage and life after death. |
| 55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home  and in the Mosque. (*Use examples from different traditions*). |
| 56. Explain why the Qur’an is so important to Muslims. (*use key texts to explain ideas)* |
| 57. Analyse how main features of a mosque explain Muslim key beliefs. (*Use examples from different traditions*). |
| **Essential Content: Hindu Dharma** |
| 58.Describe various forms of worship that happen in the Hindu Mandir (Temple), including Puja. |
| 59.Outline some of the stories of Vishnu, Rama and Sita and explain their significance for many Hindus. |
| 60.Identify key Hindu Dharma symbols and explain their meaning, eg Aum, Swastika. |
| 61.Describe how and suggest why many Hindus celebrate Diwali and Holi. (*Use examples from different traditions*). |
| 62.Compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied. |
| 63.Analyse and evaluate Hindu Dharma beliefs about reincarnation, vegetarianism and caring for the environment. |
| 64.Compare and contrast some Hindu Dharma ways of understanding family with other religious/non-religious views about family. (*Use examples from different traditions*). |
| 65.Explain the Hindu Dharma idea of ‘Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied. (*Use examples from different traditions*). |
| **Cross Religious/ /Non-Religious Viewpoints** |
| 66.Outline compare and contrast key Christian, Hindu Dharma and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/do not believe in God*.( eg Atheism/Agnosticism)* |
| 67.Compare and contrast Christians/Hindu Dharma/Muslim pilgrimages and reflect on how they affect believers. (*Use examples from different traditions*). |
| 68.Compare and contrast what motivates people of a religious faith (eg Christian, Hindu Dharma and Muslim) and a non-religious belief to work together to impact UK and the wider world through environmental and global charities, eg Islamic Aid, Christian Aid. |
| 69.Investigate by gathering, selecting, organising, or refining questions and ideas about religion/non-religious  viewpoints. (eg examine role of art and music in religious expression or life after death.), |
| 70.Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.eg creation, marriage. |