

RE Year Planner Year 5 2024/25

Term	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Topic or Stand-Alone?						
Enquiry Questions:	U2.1 What does it mean if Christians believe God is holy and loving (God)	U2.3 Why do Christians believe Jesus was the Messiah? (incarnation)	U2.5 What do Christians believe Jesus did to 'save' people? (salvation)	U2.12 How does faith help when life gets hard?	U2.8 What does it mean to be a Muslim in Britain n today? (Tawhid, Iman,badah)	U2.10 What matters most to Humanists and Christians?
Core elements: Making sense Understanding impact Making connections	<p>Make sense of belief</p> <ol style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. <p>Understand the impact</p> <ol style="list-style-type: none"> Make clear connections 	<p>Make sense of belief:</p> <ol style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms 	<p>Make sense of belief:</p> <ol style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice <p>Understand the impact:</p> <ol style="list-style-type: none"> Make clear connections 	<p>Make sense of belief:</p> <ol style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences <p>Understand the impact:</p>	<p>Make sense of belief:</p> <ol style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. 	<p>Make sense of belief:</p> <ol style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists

	<p>between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</p> <p>2. Show how Christians put their beliefs into practice in worship.</p> <p>Make connections 1. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>Understand the impact:</p> <p>1. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</p> <p>2. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>Make connections:</p> <p>1. Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving</p>	<p>between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</p> <p>2. Show how Christians put their beliefs into practice in different ways</p> <p>Make connections:</p> <p>1. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>2. Articulate their own responses to the idea of sacrifice, recognising different points of view</p>	<p>1. Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>2. Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives</p> <p>Make connections:</p> <p>1. Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p> <p>2. Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p>	<p>Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</p> <p>Understand the impact:</p> <p>1. Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>2. Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections:</p> <p>1. Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today</p> <p>2. Consider and weigh up the</p>	<p>saying people can be 'good without God')</p> <p>Understand the impact:</p> <p>1. Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p>2. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Make connections:</p> <p>1. Raise important questions and suggest answers about how and why people should be good</p> <p>2. Make connections between the</p>
--	---	---	--	---	---	--

		good reasons for their answers			value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims 3. Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	values studied and their own lives, and their importance in the world today, giving good reasons for their views.

Sequence of lessons	1. What is God? 2. What does the Bible suggest about God being holy and loving? 3. How do Christians express what they believe about God	1. Which people might need help and what does this look like? 2. What were Christians looking for in a saviour?		1.) What 'hard times' have you, or people around you, witnessed? What has helped? 2.) Difficult questions – how might a	1.) What similarities/differences are there between Islam and other religions? 2.) What is the population of Muslims in Cornwall?	1.) Is anyone 100% good? 2.) Who is responsible for humans being good?
----------------------------	--	--	--	--	--	---

	<p>being holy and loving? 4. How might traditional ideas about God (e.g. from songs and cathedrals) make a difference in the world today? 5. What may non-Christians 'take' from the beliefs about God?</p>	<p>3. Was Jesus the hoped-for Messiah? 4. What evidence is there that Jesus is the Messiah (Gospel texts)? 5. How do Christians show their belief in Jesus during Christmas?</p>		<p>person with faith answer? 3.) How has faith helped people during lockdown? 4.) What does a Muslim believe about life after death? 5.) What does a Hindu believe about life after death? 6.) How do these beliefs impact the way they live their life?</p>	<p>3.) What is Tawhid? (Who are Allah and Muhammed (Peace be upon him)? What is the Qu'ran?) 4. What are the Five Pillars of Islam? 5. Which do you think is the most important pillar and why? 6. Which pillar might be the most challenging for a Cornish Muslim to follow?</p>	<p>3.) What are morals? Who has them? 4.) Do values change?</p>
Vocabulary:	<p>Christian, Humanist, divine being, God, holy, loving, Bible, worship, cathedral</p>	<p>Messiah, incarnation, saviour, prophets, prophecy texts, old testament, new testament, Mary and Joseph, wise men, Herod, Christmas</p>		<p>Prayer, God, Atman Community, Suffering, Reincarnate, Resurrection, Judge Karma, Day of Judgement, Jahannam, Jannah</p>	<p>Allah, Prophet Muhammed (peace b upon him), Mecca, Qu'ran, Tawhid, Iman, Ibadah, Five pillar – Shahadah, Salat, Sawm, Zakah, Hajj</p>	<p>Humanist, Christian, morals, values, good/bad, right/wrong, free will</p>
Additional non-fiction reading	<p>No reading, but a trip to Truro cathedral</p>				<p>Twinkl Reading comprehension – Eidal-Fitr (KS1, LKS2 and UKS2)</p>	