

Religious Education Learning Sequence Document – Year 5/6 – A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNIT	What does it mean for Christians to believe that God is holy and loving? (Unit 31) INCARNATION/GOD: What is the ‘trinity’ and why is it important for Christians? (Unit 20)	Why do Christians believe that Jesus is the Messiah? (Unit 38) INCARNATION: Why does Christmas matter to Christians? (Unit 8)	What does it mean to be a Muslim in Britain today? (Unit 32) How do festivals and worship show what matters to a Muslim? (Unit 21)	What difference does the resurrection make to Christians? (Unit 40) SALVATION: Why do Christians call the day Jesus died ‘Good Friday’? (Unit 28)	Why is the Torah so important to Jewish people? (Unit 33) How do festivals and family life show what matters to Jewish people? (Unit 22)	What matters most to Humanists and Christians? (Unit 36) How and why do people try to make the world a better place? (Unit 24)
Sequence of learning:	1. What words do pupils connect to the idea of ‘God’? What words do Christians connect to their idea of God? 2. What does the Bible say God is like? 3. How can ideas of God be expressed in art? 4. How do some Christians respond to a holy and loving God? 5. How do churches and cathedrals reflect Christian ideas about God? 6. What does it mean if God is Holy and loving?	1. What was going on that meant the People of God needed a saviour? 2. What kind of rescuer/Messiah were people expecting? 3. Why do Christians believe Jesus fulfils the expectations of the Messiah? 4. Why do most Christians believe Jesus is the Messiah? 5. How does Christmas fit in with Christian beliefs about Jesus? 6. Why do Christians believe that Jesus was the Messiah?	1. How many Muslims and how many mosques are there in Britain? 2. How might the five pillars affect the lives of Muslims in Britain today? 3. Why is Zakah/charity important to Muslims? How is charity important to you? 4. Why do Muslims go on pilgrimage? 5. Why do Muslims go on pilgrimage? 6. What does it mean to be a Muslim in Britain today?	1. Why do Christians believe Jesus was resurrected? 2. How do many churches mark Good Friday and Easter Sunday? 3. What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt? 4. When and why might a Christian have to stand up for their beliefs? 5. Why do Christians have hope even when someone dies? 6. What difference does the resurrection make to Christians?	1. What do Jewish people look like, and where do we find Jewish people in the UK? 2. What is the Torah? What is a Sefer Torah? 3. Why are there different types of synagogue in the UK? 4. How does the Torah influence what Jewish people might eat? 5. How are Jewish people adapting festivals in the UK? 6. Why is the Torah important to Jewish people?	1-Why do people do good things and bad things? Christian and humanist reasons why. 2-Explore meanings of some big moral concepts. 3-Explore Christian code for living- love God and love your neighbour and Humanist ‘code for living’. 4-Consider similarities and differences between Christian and Humanist values. 5-Value- what matters most to you? 6- What matters most to Humanists and to Christians?
Learning outcomes:	Make sense of belief: • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms Understand the impact: • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship Make connections: • 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.	Make sense of belief: • 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 Understand the impact: • Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Make connections: • Weigh up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the	Make sense of belief: • 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. Qur’an guidance on Five Pillars; Hajj practices follow example of the Prophet) Understand the impact: • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways	Make sense of belief: • 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 Understand the impact: • Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper • Show how Christians put their beliefs into practice in different ways Make connections: • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today	Make sense of belief: • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them Understand the impact: • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and	Make sense of belief: • 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 saying people can be ‘good without God’) Understand the impact: • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Make connections:



		world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	Make connections: <ul style="list-style-type: none">• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today• Consider and weigh up the 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• Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	<ul style="list-style-type: none">• Articulate their own responses to the idea of sacrifice, recognising different points of view.	Progressive Jewish practice) Make connections: <ul style="list-style-type: none">• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	<ul style="list-style-type: none">• Raise important questions and suggest answers about how and why people should be good• Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
Vocabulary:	eternal holy Isaiah omnipotent omnipresent omniscient	Messiah incarnation saviour theological prophecy Gospel prophet Isaiah	Muslim Ibadah submission Ramadan Shahadah Salah Sawm Zakah Hajj pilgrimage	salvation resurrection sacrifice biblical theological gospel incarnation	Torah orthodox secular Passover synagogue kosher progressive Kashrut	Humanist Christian God Value Peace Kindness Ranking