



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

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| UNIT BUILD ON | Creation and science: conflicting or complementary? (Unit 34) CREATION/ FALL: What do Christians learn from the creation story? (Unit 23) | For Christians, what kind of king was Jesus? (Unit 41) KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? (Unit 26) | How do Christians decide how to live? 'What would Jesus do?' (Unit 37) GOSPEL: What kind of world did Jesus want? (Unit 25) | Why do Hindus want to be good? (Unit 39) What does it mean to be a Hindu in Britain today? (Unit 29) | Why do some people believe in God and some people not? How does faith help people when life gets hard? (Unit 42) What matters most to Humanists and Christians? (Unit 36) | How can following God bring justice and freedom? (Unit 35) PEOPLE OF GOD: What is it like for someone to follow God? (Unit 19) |
| Sequence of learning: | 1. What can we find out about the creation story in Genesis 1? 2. What might many Christians see as important in Genesis 1? 3. What relationships do scientists have with religious worldviews? 4. How and why do some Christians see both science and religion as important? 5. What are some different Christian views about the relationship between science and religion? 6. Science and religion: conflicting or complementary? | 1. In Jesus' parables, who is invited into God's kingdom? 2. According to Jesus' teachings, how important is forgiveness in God's kingdom? 3. How does Christian Aid try to make the world more like God's kingdom? 4. How do Christians see God's kingdom as being now and in the future? 5. For Christians, what are the features of God's kingdom and Jesus' kingship? 6. How do Christians try to live in God's kingdom? | 1. Where do Christians find out about what Jesus did? 2. Why do Christians think it is wise to follow Jesus' teachings? 3. What was Jesus' sermon on the mount about? 4. How do some Christians follow Jesus' example in caring for those in need? (part 1) 5. How do some Christians follow Jesus' example in caring for those in need? (part 2) 6. How far do Jesus' teachings and actions inspire others? | 1. Who or what is Brahman? 2. What is atman? What can be learned about atman through a Hindu story? 3. What is samsara? Why is atman important? What else is important? 4. How might dharma affect the way someone lives their life? 5. What is ahimsa and how does it affect the lives of Hindu people? 6. Why do Hindus want to be good? | 1. Belief in God: what patterns can we see in our local area, our country and our world? 2. What do we mean by agnostic, atheist or theist? 3. How can psychology help us understand what people mean when they think about the idea of God? 4. What can we learn from theology about the idea of God? 5. Why do some people believe that God does not exist? 6. Why do some people believe in God and some people not? Where do I stand? | 1. What can we learn about the story of the Exodus in the Bible? 2. Where do we think the Exodus story shows Moses' trust in God? 3. How might the Exodus story help Christians when life gets tough? 4. What do we think about the importance of the Ten Commandments? 5. How do many Christians try to bring freedom and justice (themes from the Exodus story) into today's world? 6. What can we say about the Exodus story, its themes and its importance for Christians today? |
| Learning outcomes: | Make sense of belief: <ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose 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 Understand the impact: <ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together Make connections: | Make sense of belief: <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Understand the impact: <ul style="list-style-type: none"> Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways Make connections: <ul style="list-style-type: none"> Relate the Christian 'kingdom of God' model (i.e. loving | Make sense of belief: <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Understand the impact: <ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections: | Make sense of belief: <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Understand the impact: <ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. | Make sense of belief: <ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God Understand the impact: <ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. | Make sense of belief: <ul 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 Understand the impact: <ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives |



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| | <ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. | <p>others, serving the needy) to issues, problems and opportunities in the world today</p> <ul style="list-style-type: none"> Articulate their own responses to the idea of the importance of love and service in the world today | <ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view. | <ul style="list-style-type: none"> Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. | <p>some differences in interpreting Genesis)</p> <p>Make connections:</p> <ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. | <p>Make connections:</p> <ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. |
| Vocabulary: | <p>science genesis big bang theory complementary creation creator conflicting interpretation theory</p> | <p>parable kingdom salvation banquet inheritance</p> | <p>Gospel theology interpretation leprosy parables commandments</p> | <p>ahimsa atman Brahman deity Dharma karma moksha reincarnation samsara</p> | <p>theist atheist psychology agnostic Humanist philosophy theologian</p> | <p>freedom justice Moses exodus slavery Pharaoh</p> |