

## Religious Education Learning Sequence Document – Year 5/6 – 2022/2023



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Creation and science: conflicting or complementary?	For Christians, what kind of king was Jesus?	How do Christians decide how to live? 'What would Jesus do?'	Why do Hindus try to be good?	Why do some people believe in God and some people not?	How does faith help people when life gets hard?
Sequence of learning:	1-Genesis 1:1-2:3- detective story or newspaper report? 2-Explore cosmology and evolution. 3- Questioning Genesis and the beginnings of life. 4-Christians who are scientists. 5-Creation and science: conflicting or complementary?	1-What would a better world be like? 2- Jesus' idea of kingship- Luke 4:1-13. 3-The Kingdom of God- The Feast- Luke 14:12-24. 4-How do Christians try to make the world like the Kingdom of God? 5-For Christians, what kind of king was Jesus?	1-Examine Jesus' teachings- love God/ love thy Neighbour- Sermon on the mount: Matthew 5-7. 2-Jesus' words as foundations for living- prayer and justice. 3- Jesus' words as foundations for living- Illness and healing. 4- Jesus' words as foundations for living- Turning enemies into friends. 5- Showing generosity.	1-Story of Mahabharata (the man in the well) 2-Explore Hindu ideas of karma. 3- Explore Hindu ideas about the four aims of life. 4-Hindu values and how they impact their life. 5-How do Hindus make a difference; Mahatma Ghandi, Pandurang Shastri Athavale.	1-How many people believe/ don't believe in God in the world/ local area? 2-The existence and nature of God. 3-Resons people believe or don't believe in God. 4-How and why Christians believe in God in an age of science. 5-Benefits and challenges of believing or not believing in God.	1-What matters most in life? 2-How do religions help people to live in tough times? 3-Life after death in different religions- Christianity, Hinduism and non-religious. 4- Compare ceremonies marking death. 5-Look at examples of 'art in heaven'.
Learning outcomes:	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>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> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <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, giving good reasons for their views.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Explain connections between biblical texts and the concept of the kingdom of God</li> <li>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</li> <li>Show how Christians put their beliefs into practice in different ways</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</li> <li>Articulate their own responses to the idea of the importance of love and service in the world today</li> </ul>	<p><b>Make sense of belief:</b></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 own ideas with ways in which Christians interpret biblical texts</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Articulate their own responses to the issues studied, recognising different points of view.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> <li>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li> <li>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</li> <li>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>Give examples of reasons why people do or do not believe in God</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>Make connections between belief and behaviour in their own lives, in the light of their learning.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li>Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</li> <li>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</li> </ul>
Vocabulary:	Scientific Creation Christianity	Nobel peace prize Parables Kingdom of God	Jesus Examine Teachings	Hindu Karma Values	Atheist Christian Beliefs	Life Death Beliefs



	Complementary Science Conflicting Evolution Cosmology Views Opinions Genesis Questioning Scientists	Christians Jesus Opportunities Kingship Old testament Charity Gospel Prophets Servants Beliefs	Sermon Commandments Prayer Healing Enemies Justice Generosity Support	Impact Duty Honesty Reincarnation Cause and effect Brahman Dharma	Consider God Impact Reflect Benefits Challenges	Afterlife Ceremonies Christianity Hinduism Prayer Karma Liturgies Heaven Brahman Religion Gratitude
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