

Through our RE curriculum we aim for our pupils to gain knowledge and understanding of a range of religions and worldviews, and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. We want our children to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, being discerning about the many attitudes and opinions they will encounter.

Inspiring and enabling our school community to live life to the full



YEAR 5

Subject: RE
Sacred Texts and Religious Leaders

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Learning about Christianity:

Year R - What does the Bible say about God? Does everyone believe the same things about God? How Christians care for the world. Incarnation. Salvation.
Year 1 – Belonging; How does Christianity demonstrate that everyone is special? Does everyone believe the same things about God? Christian stories and symbols. Places of worship. Incarnation. Salvation.
Year 2 – Christian leaders and celebrations; Bible stories; the importance of the Bible. Incarnation. Salvation.
Year 3 – God as creator. Families and Communities - how might beliefs and community shape a person's identity? Incarnation. Salvation.
Year 4 – Christian worship. Christian rules and codes - To what extent do religious beliefs influence and encourage 'good' behaviour? Incarnation. Salvation.

Key Vocabulary taught in this unit:

Sacred, Bible, books of the Bible, Old Testament, New Testament, rules / laws / commandments, Gospels, parables, interpretation, literal, metaphorical, symbolic, leadership, clergy, minister.

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Key Question 5:

How do religious leaders and sacred texts contribute to believers' understanding of their faith?

Expected outcomes:

Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.
Know that Christians believe the Bible is the word of God and teaches them how to navigate life.
Be able to find references in the Bible.
Understand (and explain how) stories and parables within the Bible are used to teach Christians.
Understand the difference between literal and symbolic truth
Develop an understanding of the role of a religious leader and their significance in the life of believers and followers.

Impact / Outcome:

What will the final product / result be?

P4C Inquiry – See ideas below.

Assessment: The children will then write a summary of the inquiry and their own understanding of the concepts covered. (Be careful to ensure they don't write about their beliefs – but they focus on the teaching within the unit and their understanding of it.)

P4C Inquiry (where appropriate)

Which Commandments do you think would be the hardest for a Christian to keep?

Is it possible to keep all ten, always?

What happens when humans fail to live up to the standard?

Should a person be punished or helped? Why? Which Commandments would have most impact on the world, if everyone followed them?

Other possible P4C questions:

Why do you think so many people consider Jesus was a good role-model to follow? Is it his teaching, his miracles, his personality, his death, or something else that inspires people about him?

Can you explain how and why Moses or Jesus (for example) inspire and guide people today?

Can ordinary people copy important religious leaders, or follow them, or were they just too amazing to even try to copy?

Why are leaders important to Christians?

Why do you think leaders like Moses and Jesus have millions of followers today?

Does a modern leader like Gandhi or Mother Teresa have more impact than the ancient leaders?