

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:
Christianity: Prayer and Pilgrimage

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:

Prayer
Lord's Prayer – hallowed, kingdom, temptation, deliver
Meditation
Types of prayer - Adoration: praising God;
Intercession: asking for something; Confession: asking for forgiveness; Thanksgiving
Prayer artefacts - rosary, icon, incense

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

Key Questions:

Q.1 To what extent does participating in prayer generate a sense of belonging?

Expected Outcomes:

Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.

Explain and demonstrate how and why believers show courage and commitment.

Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.

Describe and explain what motivates people to pray.

Know and be able to explain Christian teaching and beliefs about prayer.

Know similarities and differences between Christian beliefs and practises around prayer, and those of other faiths.

Know why and where Christians might go on pilgrimage (and link to learning on other faiths)

Impact / Outcome:

What will the final product / result be?

Design a prayer space; annotate with what is included and the reasoning for this.

P4C Inquiry (where appropriate)

Possible inquiries: Do you have to be a believer to pray? Should God answer all prayers? If God knows everything, why do people pray? Is prayer the same for everyone? What does prayer 'look like' in different faiths? Does prayer make you a better person? Are all prayers equal?