

**Year 5 / 6**

**Autumn Term 1**

**Theme: God: What does it mean if God is holy and loving?** (Understanding Christianity)

<p>OUTCOMES: CORE LEARNING</p> <p>By the end of this units, pupils are expected to be able to:</p> <ul style="list-style-type: none"><li>• Identify some different types of biblical texts, using technical terms accurately.</li><li>• Explain connections between biblical texts and Christian ideas of God, using theological terms.</li><li>• Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</li><li>• Show how Christians put their beliefs into practice in worship.</li><li>• 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.</li></ul>	<p>KNOWLEDGE:</p> <p>Pupils will know that:</p> <ul style="list-style-type: none"><li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li><li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</li><li>• Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</li><li>• Christians believe getting to know God is like getting to know a person rather than learning information.</li></ul>
<p>OUTCOMES: DEEPER LEARNING</p> <p>By the end of this units, pupils are expected to be able to:</p> <ul style="list-style-type: none"><li>• Identify some different types of biblical texts, using technical terms accurately.</li><li>• Explain connections between biblical texts and Christian ideas of God, using theological terms.</li><li>• Make clear connections between Bible texts studied about God and how Christians put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on.</li><li>• Show how Christians put their beliefs about God into practice in worship: for example, through confession.</li><li>• Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</li></ul>	<p>KNOWLEDGE:</p> <p>Pupils will know that:</p> <ul style="list-style-type: none"><li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li><li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</li><li>• Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</li></ul>

**Autumn Term 2 / Spring 1 (Year 5 only)**

**Unit 5.2: Keeping the Five Pillars of Islam** (Rotherham Agreed Syllabus)

All pupils will be able to:	Many pupils will be able to:	Some pupils will be able to:
<ul style="list-style-type: none"> <li>• Identify the Five Pillars of Islam and give 2 details about each one</li> <li>• Suggest a meaning for the Muslim’s practice of the pillars</li> <li>• Respond sensitively to the ways Muslims practice their religion</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how a Muslim practises the 5 Pillars giving three or more details about each one</li> <li>• Make simple links between the teaching of Islam and what Muslims do</li> <li>• Make simple links between their own experience and choices and the Muslims who choose to practice the Pillars (answering a question about similarities and differences)</li> </ul>	<ul style="list-style-type: none"> <li>• Show that they understand the impact of the Pillars on Muslim people</li> <li>• Apply the ideas of duty, choice and strength to some of the things they do in life</li> <li>• Show that they understand links between their way of life and the Muslim practice of the Pillars.</li> </ul>

**Autumn Term 2 / Spring 1 (Year 5 and Year 6)**

**Unit 6.1: Christian Aid and Islamic Relief: Can they change the World?** (link this to Unit 5.2 - Pillar 3 of Islam: Zakat (Charity) (Rotherham Agreed Syllabus)

Nearly all pupils will be able to:	Many pupils will be able to:	Some pupils will be able to:
<ul style="list-style-type: none"> <li>• Tell a story about the Prophet, the Guru or Jesus to do with money or generosity.</li> <li>• Suggest a reason why Muslims, Sikhs or Christians like to help the poor;</li> <li>• Make a link between my own ideas about wealth and poverty and the work of one of the charities.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a project of Christian Aid, Khalsa Aid or Islamic Relief, including some details</li> <li>• Make a link between religious beliefs and texts and the actions of religious charities;</li> <li>• Make a link between my own ideas about wealth and poverty and the work of one of the charities</li> </ul>	<ul style="list-style-type: none"> <li>• Show that they understand some similarities and differences between the work of the charities and give simple reasons for this</li> <li>• Use the terminology of Islam and Christianity to explain the impact of some projects of each of the two charities</li> <li>• Apply the ideas of generosity and charity to my own attitudes to money;</li> <li>• Apply the ideas of fairness, justice and equality for myself;</li> <li>• Show understanding of the different priorities of the charities, applying my learning to the role play world development task</li> <li>• Apply the ideas of fellowship, stewardship, zakat, ummah, generosity and charity to my own attitudes to money.</li> </ul>

## Spring 2

### Theme: Salvation: What did Jesus do to save human beings? (Understanding Christianity)

<p>OUTCOMES: CORE LEARNING</p> <p>By the end of this units, pupils are expected to be able to:</p> <ul style="list-style-type: none"><li>• Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.</li><li>• Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms.</li><li>• Suggest meanings for narratives of Jesus’ death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</li><li>• Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper.</li><li>• Show how Christians put their beliefs into practice.</li><li>• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</li></ul>	<p>KNOWLEDGE:</p> <p>Pupils will know that:</p> <ul style="list-style-type: none"><li>• Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.</li><li>• The Gospels give accounts of Jesus’ death and resurrection.</li><li>• The New Testament says that Jesus’ death was somehow ‘for us’.</li><li>• Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light.</li><li>• Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass).</li><li>• Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</li></ul>
<p>OUTCOMES: DEEPER LEARNING</p> <p>By the end of this units, pupils are expected to be able to:</p> <ul style="list-style-type: none"><li>• Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.</li><li>• Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.</li><li>• Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus’ example in giving themselves for others.</li><li>• Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.</li></ul>	<p>KNOWLEDGE:</p> <p>Pupils will know that:</p> <ul style="list-style-type: none"><li>• Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.</li><li>• The New Testament says that Jesus’ death was somehow ‘for us’.</li><li>• Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.</li><li>• Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</li></ul>

## Summer Term 1

### Theme: Kingdom of God: What kind of king is Jesus? (Understanding Christianity)

<p><b>OUTCOMES: CORE LEARNING</b> By the end of this units, pupils are expected to be able to:</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><li>• Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</li><li>• Relate Christian teachings or beliefs about God’s Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</li></ul>	<p><b>KNOWLEDGE:</b> Pupils will know that:</p> <ul style="list-style-type: none"><li>• Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</li><li>• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</li><li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</li></ul>
<p><b>OUTCOMES: DEEPER LEARNING</b> By the end of this units, pupils are expected to be able to:</p> <ul style="list-style-type: none"><li>• Explain connections between biblical texts and the concept of the Kingdom of God — where God rules in human lives.</li><li>• Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li><li>• Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, for example through receiving and practising forgiveness.</li><li>• Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses.</li></ul>	<p><b>KNOWLEDGE:</b> Pupils will know that:</p> <ul style="list-style-type: none"><li>• Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</li><li>• The parables suggest that there will be a future kingdom, where God’s reign will be complete.</li><li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world (for example, by practising forgiveness).</li></ul>

## Summer Term 2

### Unit 5.3: Why are there now over 200 mosques in Yorkshire? (Rotherham Agreed Syllabus)

Most ten year old pupils will be able to:	Many 10 year old pupils will be able to:	Some 10 year olds pupils will be able to:
<ul style="list-style-type: none"> <li>▪ Retell a story of a mosque simply</li> <li>▪ Identify some features of mosques</li> <li>▪ Respond sensitively to questions about the growing Muslim communities of Yorkshire.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the significance of a mosque in the Muslim community</li> <li>▪ Use religious or spiritual vocabulary such as Worship, Mihrab, Minaret or Salat to describe what happens at a Mosque.</li> <li>▪ Make links between the general idea of 'special places' or 'holy or sacred spaces' and the role of the mosque.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a widening religious vocabulary to show that they understand why there are now more than 200 mosques in Yorkshire.</li> <li>▪ Use the vocabulary learned in RE, to show their understanding of the role of the mosque in Muslim community life</li> <li>▪ Apply ideas such as 'community' 'ummah' and diversity to questions they raise about Muslim communities in local and national life.</li> </ul>

### Unit 6.3: What will make Rotherham a more respectful place? (Link this to Unit 5.3)

Pupils working towards the expected outcomes will be able to:	Pupils working at the expected outcomes will be able to:	Pupils working beyond the expected outcomes will be able to:
<ul style="list-style-type: none"> <li>• Identify four different major religions</li> <li>• Realise the difficulty of some questions about community harmony</li> <li>• Respond sensitively to people with a faith.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe some of the religious diversity of our region, referring to people, places and events</li> <li>▪ Identify similarities and differences in aspects of their lives with those of other people of different religions</li> <li>▪ Make links between values like respect and tolerance and their own behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show understanding of the richness of religious diversity in the UK today</li> <li>▪ Ask good questions of their own about religious diversity</li> <li>• Suggest, with reference to particular religions, how these can be answered sensitively</li> <li>• Apply ideas like respect, tolerance and community cohesion for themselves to some issues of diversity and living together.</li> </ul>