

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 5 Autumn Term – Christianity and Judaism

Prior Knowledge – Y4

Beliefs and practices Aut

Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.

Symbols and actions Aut

Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities

Prior Skills – Y4

Identity and belonging

Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.

Key Vocabulary

Advent, Christmas, diversity, incarnation, Pilgrimage, Hajj, Mecca, Shabbat, Bar Mitzvah, Messiah, Judaism, Torah, Tallit (prayer shawl), Kippah/Kippot (skull cap), Menorah, Moses, Kosher, Shabbat, Passover, Seder, Exodus, Ten Plagues, Matzah, Israelites, Christianity, Church

Key Knowledge

Beliefs and practices Aut

To use religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage

Symbols and Actions Aut Spr

To describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities

Key Skills

Identity and belonging Aut Spr

Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present

Curriculum Enhancements

- Visit a local church
- Visitors from faith communities



Possible Misconceptions

Some children may think:

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Suggested Activities

B&P Aut

Step 1 – To explore what it means to live as a Christian/Jew in Britain today, considering internal diversity.

Step 2 – To reflect on spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas).

Step 3 – To learn about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions.

Step 4 – To develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus and practices in the Church year.

Step 5 – To make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.

S&A Aut Spr

Step 6 – To compare how religious and symbolic artefacts (Torah, Tallit, kippah, menorah) are used in prayer and practice to express meaning.

Step 7 - To discover why and how artefacts are used in Jewish prayer to enrich experience. To explore how religious faith is communicated and expressed through the creative arts.

I&B Aut Spr

Step 8 - To explore what it means to live as a Christian/Jew in Britain today, considering internal diversity.

Step 9 - To explain how keeping ancient laws in the modern day may be difficult for following a religion in response to sacred rituals (e.g. Shabbat) and rites of passage in different traditions.

Step 10 - To develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus. To make connections and develop an understanding

Future Knowledge and skills

In year 6 the children will be learning –

Beliefs and practices Celebrations and key events in life Aut

To describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.

Symbols and actions Symbolic ways of expressing meaning Aut

Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify

Identity and belonging Aut Spr

Belonging to a community, individual commitment and religious leadership

To show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.

By the end of upper KS2 the religiously and theologically literate pupil should:

Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.