

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 5 Spring Term – Christianity and Judaism

Prior Knowledge – Y4

Symbols and Actions

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.

Prayer, Worship and Reflection

Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.

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

Ultimate questions

Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections

Key Vocabulary

Judaism, Torah, Tallit (prayer shawl), Kippah/Kippot (skull cap), Menorah, prayer, The Shema, The Lord's Prayer, yoga, meditation, silence, altar, Temple, Synagogue, Rabbi, Star of David, Messiah, Moses, Kosher, Shabbat, Passover, Seder, Exodus, Ten Plagues, Matzah, Israelites, Christianity, Church, Devine, creation, society, perspective

Key Knowledge

Symbols and Actions

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

Prayer, Worship and Reflection

To explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.

Key Skills

Identity and belonging

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

Ultimate questions

To raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups

Curriculum Enhancements

- Visit a local church
- Visitors from faith communities



Possible Misconceptions

Some children may think:

-

Suggested Activities

S&A Aut Spr

Step 1 – To compare how religious and symbolic artefacts (Torah, Tallit, kippah, menorah) are used in prayer and practice to express meaning.

Step 2 - 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.

P,W&R Spr

Step 3 – To explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews.

Step 4 – To observe how some believers communicate through the physical space of a church/ synagogue/ temple, looking at the similarities and differences.

Step 5 – To debate whether or not prayer spaces are needed to connect to God and enquire how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship. Discuss the importance of collective and private space/ stillness/ silence/yoga as a form of worship.

I&B Aut Spr

Step 6 - To explore what it means to live as a Christian/Jew in Britain today, considering internal diversity.

Step 7 - 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 8 - To develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus. To make connections and develop an understanding

UC Spr

Step 9 - To discuss challenging and deeper questions about meaning, purpose and truth. To consider reasons why there are different responses and ideas about the divine (e.g. whether God is real).

Step 10 - To start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives.

Step 11 - To explore different accounts on how the world began and question how they all can be true.

Step 12 - To consider the role of God and the responsibility of humanity. Through creative media, to ask and answer their own questions.

Future Knowledge and skills

In year 6 the children will be learning –

S&A Symbolic ways of expressing meaning

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

P,W&R Communicating beyond prayer and sacred spaces

Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.

I&B Belonging to a community, individual commitment and religious leadership

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.

UC Different ideas about God and gods, creation and ultimate questions

Present a range of views and answers to challenging questions about belonging, meaning and truth.

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.