

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 5 Summer Term – Christianity & Judaism

Prior Knowledge – Y4

Sources of wisdom Aut

Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers

Prior Skills – Y4

Human responsibility and values Sum

Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.

Justice and fairness Sum

Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.

Key Vocabulary

Muhammed, Buddha, Lord's Prayer, The Gospels, Jesus, The Torah, Psalms, The Vedas, Guru, Bhagavad-Gita, Tikkun Olam, Humanist, Secular, Golden Rules, equality, Tzedkah (charity), charity, secular, commandment.

Key Knowledge

Sources of wisdom Sacred texts and stories, their guidance and impact

Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.

Key Skills

Human responsibility and values Taking responsibility for living together, values and respect

Describe the diversity of local and national communities. Identify some shared communal values and responsibilities

Justice and fairness Reflecting on ethics, what is right and wrong, just and fair

Identify and describe how people with religious and worldviews make choices about what is right and wrong.

Curriculum Enhancements

- Visit a local church
- Visitors from faith communities



Possible Misconceptions

Some children may think:

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Suggested Activities

SoW Sacred texts and stories, their guidance and impact **Sum**

Step 1 – To investigate ‘What makes a source of wisdom (holy book)?’ Pupils to investigate and interpret a range of stories, sacred writing, people and artefacts from different traditions and communities i.e. ‘The Lord’s Prayer’, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita and worldview responses.

Step 2 – To interpret what sources of wisdom communicate to followers and their impact upon groups of faith and belief.

Step 3 – To explore key religious figures in different traditions and their actions (e.g. What did Jesus do to save human beings?).

HR&V Taking responsibility for living together, values and respect **Sum**

Step 4 – Discuss/debate how people can live together for the wellbeing of all by considering our social and environmental responsibilities.

Step 5 – Explore and respond to religious and moral codes of conduct from the Christian, Jewish and Humanist traditions. To think about why we should care, what is important and what may influence a community and individual’s choices.

Step 6 – To compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam). Explore think God in the light of the values of fairness and equality, love, caring and sharing.

J&F Reflecting on ethics, what is right and wrong, just and fair **Sum**

Step 7 – Explore the guidance of the Ten Commandments as a guidance and express ideas about right and wrong in the light of their learning.

Step 8 – Discuss/ debate (persuasively argue) about the reasons why some people (from a religious and or non-religious background) try to help others in need (e.g. victims of natural disasters and those with disabilities).

Step 9 – Explore the practice of justice through the work of different Christian aid agencies and consider how it links with the life and teachings of Jesus.

Step 10 – Explore Judaism and the idea of fairness through the commandment of giving charity (Tzedekah) and the importance of supporting communal projects.

Step 11 – To evaluate different religious responses to justice and fairness.

Future Knowledge

In year 6 the children will be learning –

Step 1 - identify 3 key religions

SoW . **Spr Sum**

Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers

HR&V **Sum**

Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.

J&F **Sum**

Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.

1. By the end of lower KS2 the religiously and theologically literate pupil should: Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.