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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Aut 1 | SCOPE: Why do some people believe in God and some people not? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed SyllabusRE teaching and learning should enable pupils to … A. make sense of a range of religious and nonreligious beliefs B. understand the impact and significance of religious and nonreligious beliefs C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Utilising knowledge from all previous units of learning linked to Christianity, Judaism, Islam and Hinduism | **Make sense of belief:**• Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and giveexamples of statements that reflect these beliefs• Identify and explain what religious and non-religious peoplebelieve about God, saying where they get their ideas from• Give examples of reasons why people do or do not believein God | **Understand the impact:**• Make clear connections between what people believe aboutGod and the impact of this belief on how they live• Give evidence and examples to show how Christianssometimes disagree about what God is like (e.g. somedifferences in interpreting Genesis) | **Make connections:**• Reflect on and articulate some ways in which believing inGod is valuable in the lives of believers, and ways it can bechallenging• Consider and weigh up different views on theism, agnosticismand atheism, expressing insights of their own about whypeople believe in God or not• Make connections between belief and behaviour in their ownlives, in the light of their learning. | Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefsLearning within KS3 and 4 will be dependent on syllabus followed. |
| identify and describe the core beliefs and concepts studied- make clear links between texts/sources of authority and the keyconcepts studied offer suggestions about-what texts/sources of authority can mean and give examples of whatthese sources mean to believers | -make clear connections between what people believe and how theylive, individually and in communities-using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. indifferent communities, denominations or cultures | - make connections between the beliefs and practices studied,evaluating and explaining their importance to different people (e.g.believers and atheists)-reflect on and articulate lessons people might gain from the beliefs/practices studied, includingtheir own responses, recognising that others may think differently-consider and weigh up how ideas studied in this unit relate to theirown experiences and experiences of the world today, developing insightsof their own and giving good reasons for the views they have and theconnections they make |
| See previous year groups vocabulary box in this document. | **Vocabulary: Christian, Jews, Muslims, theist, atheist, agnostic, existence, nature, clarify, Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light, non-religious, individual conscience, philosopher, Universe, Earth, science** |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Aut 2 | SCOPE: For Christians, what kind of king is Jesus? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed SyllabusRE teaching and learning should enable pupils to … A. make sense of a range of religious and nonreligious beliefs B. understand the impact and significance of religious and nonreligious beliefs C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **L2.1** What do Christians learn from the Creation story? **L2.2** What is it like for someone to follow God? **L2.3** What is the ‘Trinity’ and why is it important for Christians? **L2.4** What kind of world did Jesus want? **L2.5** Why do Christians call the day Jesus died ‘Good Friday’? **L2.6** For Christians, what was the impact of Pentecost? | Make sense of belief:• Explain connections between biblical texts and the concept ofthe kingdom of God• Consider different possible meanings for the biblical textsstudied, showing awareness of different interpretations | Understand the impact:• Make clear connections between belief in the kingdom of Godand how Christians put their beliefs into practice• Show how Christians put their beliefs into practice indifferent ways | Make connections:Relate the Christian ‘kingdom of God’ model (i.e. loving others,serving the needy) to issues, problems and opportunities in theworld today• Articulate their own responses to the idea of the importanceof love and service in the world today. | Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefsLearning within KS3 and 4 will be dependent on syllabus followed. |
| identify and describe the core beliefs and concepts studied- make clear links between texts/sources of authority and the keyconcepts studied offer suggestions about-what texts/sources of authority can mean and give examples of whatthese sources mean to believers | -make clear connections between what people believe and how theylive, individually and in communities-using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. indifferent communities, denominations or cultures | - make connections between the beliefs and practices studied,evaluating and explaining their importance to different people (e.g.believers and atheists)-reflect on and articulate lessons people might gain from the beliefs/practices studied, includingtheir own responses, recognising that others may think differently-consider and weigh up how ideas studied in this unit relate to theirown experiences and experiences of the world today, developing insightsof their own and giving good reasons for the views they have and theconnections they make |
| See previous year groups vocabulary box in this document. | **Vocabulary: transform, hunger, poverty, violence, healthcare, lack, difference, Nobel Peace Prize, temptation, parable, heart, mind, lives, communities, testament, kingship, model**  |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Spr 1 | SCOPE: Why is the Torah so important to Jewish people? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed SyllabusRE teaching and learning should enable pupils to … A. make sense of a range of religious and nonreligious beliefs B. understand the impact and significance of religious and nonreligious beliefs C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **L2.10** How do festivals and family life show what matters to Jewish people? | Make sense of belief:• Identify and explain Jewish beliefs about God• Give examples of some texts that say what God is like andexplain how Jewish people interpret them | Understand the impact:• Make clear connections between Jewish beliefs about theTorah and how they use and treat it• Make clear connections between Jewish commandments andhow Jews live (e.g. in relation to kosher laws)• Give evidence and examples to show how Jewish peopleput their beliefs into practice in different ways (e.g. somedifferences between Orthodox and Progressive Jewish practice) | Make connections:• Make connections between Jewish beliefs studied and explainhow and why they are important to Jewish people today• Consider and weigh up the value of e.g. tradition, ritual,community, study and worship in the lives of Jews today, andarticulate responses on how far they are valuable to peoplewho are not Jewish. | Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefsLearning within KS3 and 4 will be dependent on syllabus followed. |
| identify and describe the core beliefs and concepts studied- make clear links between texts/sources of authority and the keyconcepts studied offer suggestions about-what texts/sources of authority can mean and give examples of whatthese sources mean to believers | -make clear connections between what people believe and how theylive, individually and in communities-using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. indifferent communities, denominations or cultures | - make connections between the beliefs and practices studied,evaluating and explaining their importance to different people (e.g.believers and atheists)-reflect on and articulate lessons people might gain from the beliefs/practices studied, includingtheir own responses, recognising that others may think differently-consider and weigh up how ideas studied in this unit relate to theirown experiences and experiences of the world today, developing insightsof their own and giving good reasons for the views they have and theconnections they make |
| See previous year groups vocabulary box in this document. | **Vocabulary: Judaism, contemporary, local, global, community, mezuzah, tefillin, Almighty, King, Father, Lord, King of Kings, Sefer, Torah, TeNaKh, Torah law, Nevi’m – the prophets, Ketuvim – the writings, Testament, Rosh Hoshannah, Shabbat, Exodus, Passover, mitzot, kosher, diversity, Orthodox, Progressive, observance, synangogue**  |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Spr 2 | SCOPE: What does it mean to be a Muslim in Britain today? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed SyllabusRE teaching and learning should enable pupils to … A. make sense of a range of religious and nonreligious beliefs B. understand the impact and significance of religious and nonreligious beliefs C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **L2.9** How do festivals and worship show what matters to Muslims? | Make sense of belief:• Identify and explain Muslim beliefs about God, the Prophet\*and the Holy Qur’an (e.g. Tawhid; Muhammad as theMessenger, Qur’an as the message)• Describe ways in which Muslim sources of authority guideMuslim living (e.g. Qur’an guidance on Five Pillars; Hajjpractices follow example of the Prophet) | Understand the impact:• Make clear connections between Muslim beliefs and ibadah(e.g. Five Pillars, festivals, mosques, art)• Give evidence and examples to show how Muslims put theirbeliefs into practice in different ways | Make connections:• Make connections between Muslim beliefs studied and Muslimways of living in Britain/Cornwall today• Consider and weigh up the value of e.g. submission,obedience, generosity, self-control and worship in the lives ofMuslims today and articulate responses on how far they arevaluable to people who are not Muslims• Reflect on and articulate what it is like to be a Muslim in Britaintoday, giving good reasons for their views. | Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefsLearning within KS3 and 4 will be dependent on syllabus followed. |
| identify and describe the core beliefs and concepts studied- make clear links between texts/sources of authority and the keyconcepts studied offer suggestions about-what texts/sources of authority can mean and give examples of whatthese sources mean to believers | -make clear connections between what people believe and how theylive, individually and in communities-using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. indifferent communities, denominations or cultures | - make connections between the beliefs and practices studied,evaluating and explaining their importance to different people (e.g.believers and atheists)-reflect on and articulate lessons people might gain from the beliefs/practices studied, includingtheir own responses, recognising that others may think differently-consider and weigh up how ideas studied in this unit relate to theirown experiences and experiences of the world today, developing insightsof their own and giving good reasons for the views they have and theconnections they make |
| See previous year groups vocabulary box in this document. | **Vocabulary: Islam, ibadh, Twahid, iman, Sunni, Shi’a, Sufi, Five Pillars, Shahadah, salat, sawm, zakah, hajj, ummah, muslim community, Eid-ul-adha, Holy, Qur’an, Sunnah, Prophet, Hadith, mosque, masjid, sadaqah** |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Sum 1 | SCOPE: How does faith help people when life gets hard? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed SyllabusRE teaching and learning should enable pupils to … A. make sense of a range of religious and nonreligious beliefs B. understand the impact and significance of religious and nonreligious beliefs C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **L2.12** How and why do people try to make the world a better place? *Christians, Muslims, non-religious* | **Make sense of belief:**• Describe at least three examples of ways in which religionsguide people in how to respond to good and hard times in life• Identify beliefs about life after death in at least two religioustraditions, comparing and explaining similarities and differences | **Understand the impact:**• Make clear connections between what people believe aboutGod and how they respond to challenges in life (e.g. suffering,bereavement)• Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference tohow someone lives | **Make connections:**• Interpret a range of artistic expressions of afterlife, offering andexplaining different ways of understanding these• Offer a reasoned response to the unit question, with evidenceand example, expressing insights of their own. | Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefsLearning within KS3 and 4 will be dependent on syllabus followed. |
| identify and describe the core beliefs and concepts studied- make clear links between texts/sources of authority and the keyconcepts studied offer suggestions about-what texts/sources of authority can mean and give examples of whatthese sources mean to believers | -make clear connections between what people believe and how theylive, individually and in communities-using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. indifferent communities, denominations or cultures | - make connections between the beliefs and practices studied,evaluating and explaining their importance to different people (e.g.believers and atheists)-reflect on and articulate lessons people might gain from the beliefs/practices studied, includingtheir own responses, recognising that others may think differently-consider and weigh up how ideas studied in this unit relate to theirown experiences and experiences of the world today, developing insightsof their own and giving good reasons for the views they have and theconnections they make |
| See previous year groups vocabulary box in this document. | **Vocabulary: life, death, suffering, ‘big questions’, religious, non-religious, scripture, traditions, concept, Christianity, Hinduism, secular/non-religious, ceremony, prayer, liturgies, medication, hymn, afterlife**  |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Sum 2 | SCOPE: What matters most to Humanist, Christians? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed SyllabusRE teaching and learning should enable pupils to … A. make sense of a range of religious and nonreligious beliefs B. understand the impact and significance of religious and nonreligious beliefs C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **L2.1** What do Christians learn from the Creation story? **L2.2** What is it like for someone to follow God? **L2.3** What is the ‘Trinity’ and why is it important for Christians? **L2.4** What kind of world did Jesus want? **L2.5** Why do Christians call the day Jesus died ‘Good Friday’? **L2.6** For Christians, what was the impact of Pentecost?**L2.11** How and why do people mark the significant events of life? *Christians, Hindus, Muslims, non-religious* **L2.12** How and why do people try to make the world a better place? *Christians, Muslims, non-religious* | Make sense of belief:• Identify and explain beliefs about why people are good and bad(e.g. Christian and Humanist)• Make links with sources of authority that tell people how tobe good (e.g. Christian ideas of ‘being made in the image ofGod’ but ‘fallen’, and Humanists saying people can be ‘goodwithout God’) | Understand the impact:• Make clear connections between Christian and Humanist ideasabout being good and how people live• Suggest reasons why it might be helpful to follow a moral codeand why it might be difficult, offering different points of view | Make connections:• Raise important questions and suggest answers about howand why people should be good• Make connections between the values studied and their ownlives, and their importance in the world today, giving goodreasons for their views. | Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefsLearning within KS3 and 4 will be dependent on syllabus followed. |
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| See previous year groups vocabulary box in this document. | **Vocabulary: behaviour, action, Christian belief, God, non-religious, Humanist, ‘code for living’, meaning, moral, concept, fairness, freedom, truth, honesty, kindness, peace, rank, sort, order, valuable, values** |