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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 Syllabus  RE 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 give  examples of statements that reflect these beliefs  • Identify and explain what religious and non-religious people  believe about God, saying where they get their ideas from  • Give examples of reasons why people do or do not believe  in God | | **Understand the impact:**  • Make clear connections between what people believe about  God and the impact of this belief on how they live  • Give evidence and examples to show how Christians  sometimes disagree about what God is like (e.g. some  differences in interpreting Genesis) | | **Make connections:**  • Reflect on and articulate some ways in which believing in  God is valuable in the lives of believers, and ways it can be  challenging  • Consider and weigh up different views on theism, agnosticism  and atheism, expressing insights of their own about why  people believe in God or not  • Make connections between belief and behaviour in their own  lives, 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 beliefs  Learning 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 key  concepts studied offer suggestions about  -what texts/sources of authority can mean and give examples of what  these sources mean to believers | | -make clear connections between what people believe and how they  live, individually and in communities  -using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in  different 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, including  their own responses, recognising that others may think differently  -consider and weigh up how ideas studied in this unit relate to their  own experiences and experiences of the world today, developing insights  of their own and giving good reasons for the views they have and the  connections 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 Syllabus  RE 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 of  the kingdom of God  • Consider different possible meanings for the biblical texts  studied, showing awareness of different interpretations | | Understand the impact:  • Make clear connections between belief in the kingdom of God  and how Christians put their beliefs into practice  • Show how Christians put their beliefs into practice in  different ways | | Make connections:  Relate the Christian ‘kingdom of God’ model (i.e. loving others,  serving the needy) to issues, problems and opportunities in the  world today  • Articulate their own responses to the idea of the importance  of 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 beliefs  Learning 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 key  concepts studied offer suggestions about  -what texts/sources of authority can mean and give examples of what  these sources mean to believers | | -make clear connections between what people believe and how they  live, individually and in communities  -using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in  different 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, including  their own responses, recognising that others may think differently  -consider and weigh up how ideas studied in this unit relate to their  own experiences and experiences of the world today, developing insights  of their own and giving good reasons for the views they have and the  connections 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 Syllabus  RE 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 and  explain how Jewish people interpret them | | Understand the impact:  • Make clear connections between Jewish beliefs about the  Torah and how they use and treat it  • Make clear connections between Jewish commandments and  how Jews live (e.g. in relation to kosher laws)  • Give evidence and examples to show how Jewish people  put their beliefs into practice in different ways (e.g. some  differences between Orthodox and Progressive Jewish practice) | | Make connections:  • Make connections between Jewish beliefs studied and explain  how 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, and  articulate responses on how far they are valuable to people  who 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 beliefs  Learning 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 key  concepts studied offer suggestions about  -what texts/sources of authority can mean and give examples of what  these sources mean to believers | | -make clear connections between what people believe and how they  live, individually and in communities  -using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in  different 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, including  their own responses, recognising that others may think differently  -consider and weigh up how ideas studied in this unit relate to their  own experiences and experiences of the world today, developing insights  of their own and giving good reasons for the views they have and the  connections 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 Syllabus  RE 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 the  Messenger, Qur’an as the message)  • Describe ways in which Muslim sources of authority guide  Muslim living (e.g. Qur’an guidance on Five Pillars; Hajj  practices 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 their  beliefs into practice in different ways | | Make connections:  • Make connections between Muslim beliefs studied and Muslim  ways 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 of  Muslims today and articulate responses on how far they are  valuable to people who are not Muslims  • Reflect on and articulate what it is like to be a Muslim in Britain  today, 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 beliefs  Learning 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 key  concepts studied offer suggestions about  -what texts/sources of authority can mean and give examples of what  these sources mean to believers | | -make clear connections between what people believe and how they  live, individually and in communities  -using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in  different 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, including  their own responses, recognising that others may think differently  -consider and weigh up how ideas studied in this unit relate to their  own experiences and experiences of the world today, developing insights  of their own and giving good reasons for the views they have and the  connections 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 Syllabus  RE 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 religions  guide people in how to respond to good and hard times in life  • Identify beliefs about life after death in at least two religious  traditions, comparing and explaining similarities and differences | | **Understand the impact:**  • Make clear connections between what people believe about  God 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 to  how someone lives | | **Make connections:**  • Interpret a range of artistic expressions of afterlife, offering and  explaining different ways of understanding these  • Offer a reasoned response to the unit question, with evidence  and 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 beliefs  Learning 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 key  concepts studied offer suggestions about  -what texts/sources of authority can mean and give examples of what  these sources mean to believers | | -make clear connections between what people believe and how they  live, individually and in communities  -using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in  different 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, including  their own responses, recognising that others may think differently  -consider and weigh up how ideas studied in this unit relate to their  own experiences and experiences of the world today, developing insights  of their own and giving good reasons for the views they have and the  connections 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 Syllabus  RE 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 to  be good (e.g. Christian ideas of ‘being made in the image of  God’ but ‘fallen’, and Humanists saying people can be ‘good  without God’) | | Understand the impact:  • Make clear connections between Christian and Humanist ideas  about being good and how people live  • Suggest reasons why it might be helpful to follow a moral code  and why it might be difficult, offering different points of view | | Make connections:  • Raise important questions and suggest answers about how  and why people should be good  • Make connections between the values studied and their own  lives, and their importance in the world today, 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 beliefs  Learning 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 key  concepts studied offer suggestions about  -what texts/sources of authority can mean and give examples of what  these sources mean to believers | | -make clear connections between what people believe and how they  live, individually and in communities  -using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in  different 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, including  their own responses, recognising that others may think differently  -consider and weigh up how ideas studied in this unit relate to their  own experiences and experiences of the world today, developing insights  of their own and giving good reasons for the views they have and the  connections they make | |
| 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** | | | | | | |