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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Aut 1 | SCOPE: How do Christians decide how to live? ‘What Would Jesus Do?’ | 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:**  • Identify features of Gospel texts (for example, teachings,  parable, narrative)  • Taking account of the context, suggest meanings of Gospel  texts studied, and compare their own ideas with ways in which  Christians interpret biblical texts | | **Understand the impact:**  • Make clear connections between Gospel texts, Jesus’ ‘good  news’, and how Christians live in the Christian community and  in their individual lives | | **Make connections:**  • Make connections between Christian teachings (e.g. about  peace, forgiveness, healing) and the issues, problems and  opportunities in the world today, including their own lives  • Articulate their own responses to the issues studied,  recognising different points of view. | | 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: commandment, foundations for living, sermon on the Mount, A healing miracle, prayer – praise, confession, asking, thanking, justice, illness and healing, turning enemies into friends, justice, health, kindness, peace,** | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Aut 2 | SCOPE: Why do Christians believe Jesus was the Messiah? | 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* | **Make sense of belief:**  • Explain the place of Incarnation and Messiah within the  ‘big story’ of the Bible  • Identify Gospel and prophecy texts, using technical terms  • Explain connections between biblical texts, Incarnation and  Messiah, using theological terms | | **Understand the impact:**  • Show how Christians put their beliefs about Jesus’ Incarnation  into practice in different ways in celebrating Christmas  • Comment on how the idea that Jesus is the Messiah makes  sense in the wider story of the Bible | | **Make connections:**  • Weigh up how far the idea of Jesus as the ‘Messiah’ – a  Saviour from God – is important in the world today and, if it is  true, what difference that might make in people’s lives, giving  good reasons for their answers. | | 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: incarnation, trinity, qualities, Messiah, Jesus, God, Holy Spirit, Christmas, true meaning, peace, love, giving, saviour** | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Spr 1 | SCOPE: Creation and science: conflicting or complementary? | 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:**  • Identify what type of text some Christians say Genesis 1 is, and  its purpose  • Taking account of the context, suggest what Genesis 1 might  mean, and compare their ideas with ways in which Christians  interpret it, showing awareness of different interpretations | | **Understand the impact:**  • Make clear connections between Genesis 1 and Christian belief  about God as Creator  • Show understanding of why many Christians find science and  faith go together | | **Make connections:**  Identify key ideas arising from their study of Genesis 1 and  comment on how far these are helpful or inspiring, justifying  their responses  • Weigh up how far the Genesis 1 creation narrative is in conflict,  or is complementary, with a scientific account, 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: Genesis, evidence, for, against, God, creation, scientific, science, cosmology, universe, scientists, reconcile, faith,** | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Spr 2 | SCOPE: Why do Hindus want to be good? | 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 |
| **L2.7** What do Hindus believe God is like?  **L2.8** What does it mean to be Hindu in Britain today? | LO: Identify and explain Hindu beliefs, e.g. *dharma*, *karma*,  *samsara*, *moksha*, using technical terms accurately  • Give meanings for the story of the man in the well and explain  how it relates to Hindu beliefs about *samsara*, *moksha*, etc. | | **Understand the impact:**  • Make clear connections between Hindu beliefs about *dharma*,  *karma*, *samsara* and *moksha* and ways in which Hindus live  • Connect the four Hindu aims of life and the four stages of life  with beliefs about *dharma*, *karma*, *moksha*, etc.  • Give evidence and examples to show how Hindus put their  beliefs into practice in different ways | | **Make connections:**  • Make connections between Hindu beliefs studied (e.g. *karma*  and *dharma*), and explain how and why they are important to  Hindus  • Reflect on and articulate what impact belief in *karma* and  *dharma* might have on individuals and the world, recognising  different points of view. | | 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: Karma: regulated enjoyment of the pleasures and beauty of life, artha: economic development, dharma: religious or moral duty, samsara, moksha: liberation from the cycle of birth and rebirth, Hinduism, Brahman, Mahabharata, atman, physical body, cycle of life, death and rebirth, reincarnation, four aims of life (punusharthas), ashramas, ahimsa, satya,** | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Sum 1 | SCOPE: What does it mean if Christians believe God is holy and loving? | 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:**  • Identify some different types of biblical texts, using technical  terms accurately  • Explain connections between biblical texts and Christian ideas  of God, using theological terms | | **Understand the impact:**  • Make clear connections between Bible texts studied and  what Christians believe about God; for example, through how  cathedrals are designed  • Show how Christians put their beliefs into practice in worship | | **Make connections:**  • Weigh up how biblical ideas and teachings about God as  holy and loving might make a difference in the world today,  developing 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: Bible, Psalm, exist, text, holy, loving, worship, cathedral, express, creatively, symbol, sign, colour, represent, quality, attribute, humanity** | | | | | | |

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| **Pendeen RE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Sum 2 | SCOPE: What do Christians believe Jesus did to ‘save’ 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 |
| **L2.1** 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:**  • Outline the ‘big story’ of the Bible, explaining how Incarnation  and Salvation fit within it  • Explain what Christians mean when they say that Jesus’ death  was a sacrifice | | **Understand the impact:**  • Make clear connections between the Christian belief in  Jesus’ death as a sacrifice and how Christians celebrate Holy  Communion/Lord’s Supper  • Show how Christians put their beliefs into practice in  different ways | | **Make connections:**  • Weigh up the value and impact of ideas of sacrifice in their own  lives and the world today  • Articulate their own responses to the idea of sacrifice,  recognising different points of view. | | 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: Holy week, Gospel, disciple, mainstream Christian belief, sacrifice, death, resurrection, salvation, martyr,** | | | | | | |