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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 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:**• Identify features of Gospel texts (for example, teachings,parable, narrative)• Taking account of the context, suggest meanings of Gospeltexts studied, and compare their own ideas with ways in whichChristians interpret biblical texts | **Understand the impact:**• Make clear connections between Gospel texts, Jesus’ ‘goodnews’, and how Christians live in the Christian community andin their individual lives | **Make connections:**• Make connections between Christian teachings (e.g. aboutpeace, forgiveness, healing) and the issues, problems andopportunities 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 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: 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 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* | **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 andMessiah, using theological terms | **Understand the impact:**• Show how Christians put their beliefs about Jesus’ Incarnationinto practice in different ways in celebrating Christmas• Comment on how the idea that Jesus is the Messiah makessense in the wider story of the Bible | **Make connections:**• Weigh up how far the idea of Jesus as the ‘Messiah’ – aSaviour from God – is important in the world today and, if it istrue, what difference that might make in people’s lives, givinggood 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 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: 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 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:**• Identify what type of text some Christians say Genesis 1 is, andits purpose• Taking account of the context, suggest what Genesis 1 mightmean, and compare their ideas with ways in which Christiansinterpret it, showing awareness of different interpretations | **Understand the impact:**• Make clear connections between Genesis 1 and Christian beliefabout God as Creator• Show understanding of why many Christians find science andfaith go together | **Make connections:**Identify key ideas arising from their study of Genesis 1 andcomment on how far these are helpful or inspiring, justifyingtheir responses• Weigh up how far the Genesis 1 creation narrative is in conflict,or is complementary, with a scientific account, 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. |
| 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: 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 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 |
| **L2.7** 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 explainhow 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 lifewith beliefs about *dharma*, *karma*, *moksha*, etc.• Give evidence and examples to show how Hindus put theirbeliefs 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 toHindus• Reflect on and articulate what impact belief in *karma* and*dharma* might have on individuals and the world, recognisingdifferent 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 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: 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 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:**• Identify some different types of biblical texts, using technicalterms accurately• Explain connections between biblical texts and Christian ideasof God, using theological terms | **Understand the impact:**• Make clear connections between Bible texts studied andwhat Christians believe about God; for example, through howcathedrals are designed• Show how Christians put their beliefs into practice in worship | **Make connections:**• Weigh up how biblical ideas and teachings about God asholy 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 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: 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 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:**• Outline the ‘big story’ of the Bible, explaining how Incarnationand Salvation fit within it• Explain what Christians mean when they say that Jesus’ deathwas a sacrifice | **Understand the impact:**• Make clear connections between the Christian belief inJesus’ death as a sacrifice and how Christians celebrate HolyCommunion/Lord’s Supper• Show how Christians put their beliefs into practice indifferent ways | **Make connections:**• Weigh up the value and impact of ideas of sacrifice in their ownlives 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 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: Holy week, Gospel, disciple, mainstream Christian belief, sacrifice, death, resurrection, salvation, martyr,**  |