



Corporation Road Community Primary School

RE LTP

RE: Year 5			
Vision: Across the curriculum we aim to develop children’s skills of enquiry, reasoned argument and reflection. We are a multi-faith school and offer a curriculum to reflect this, with more emphasis placed upon the faiths of Christianity and Islam. We plan for a range of activities to engage all children in Religious Education. Our aim is that our children gain an understanding which allows them to develop positive attitudes, wonder, respect and tolerance which will enable them to live successfully in a multi- faith society that is reflected within Britain today. These values will enable our pupils to make a positive impact on their own lives and the communities in which they live.			
Domains		Key Concepts	
Authority and Belief		Thinking About Religion and Beliefs and Enquiring, Investigating and Interpreting	
Expression of Beliefs		Beliefs and Teachings (what people believe), Practices and Lifestyles (what people do) and Expression and Language (how people express themselves)	
Impact of Beliefs		Identity and Experience (making sense of who we are), Meaning and Purpose (making sense of life) and Values and Commitments (making sese of right and wrong)	
Autumn 1	Autumn 2	Spring	Summer
Theme: Community	Theme: Legacy & Impact	Theme: Citizenship	Theme: Gender and Equality
Domains:		Domains:	
<ul style="list-style-type: none"> - Authority and Belief - Expression of Beliefs - Impact of Beliefs 		<ul style="list-style-type: none"> - Authority and Belief - Expression of Beliefs - Impact of Beliefs 	
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End Point: Community	End Point: Legacy & Impact	End Point: Citizenship	End Point: Gender & Equality
Enable our pupils to make a positive impact on their own lives and the communities in which they live. Know that they can make positive contributions to their community and understand their place within the community. Know that school is a central part to the local community- children can	Children learn about a range of major world faiths; although more emphasis is placed upon the faiths of Christianity and Islam. To gain knowledge, insight and experiences of different world religions which will allow children to provide answers to key questions, be able to participate in discussions (sharing knowledge	Our aim is that our children gain an understanding which allows them to develop positive attitudes, wonder, respect and tolerance and will enable them to live successfully in a multi- faith society that is reflected within Britain today The fundamental British values are reflected in the teaching and learning therefore promoting: mutual respect, democracy, tolerance, liberty and the rule of law.	The teaching and learning promote: mutual respect, democracy, tolerance, liberty and the rule of law. Children understand that no matter of their chosen gender they are as equal as any other person and they have rights which they are entitled to exercise and practice.

<p>recognise how school contributes to the local community to ensure the people and children within it are safe and respected.</p>	<p>and informed opinions) and to share stories from different religions.</p>		
<p style="text-align: center;">Christianity</p> <p style="text-align: center;">What can we learn about Christian faith through studying the lives of Northern Saints? IoB</p> 	<p style="text-align: center;">Islam</p> <p style="text-align: center;">Why is the Qur'an important to Muslims? B,A What can we learn from visiting a mosque? B, A, EoB</p> 	<p style="text-align: center;">Non-Religious e.g. Humanism</p> <p style="text-align: center;">What does a being a 'good person' mean? B Why should people care for others? B, IoB, EoB Why should people care for the environment? B, IoB, EoB</p> 	
<ul style="list-style-type: none"> - To explain connections between questions, beliefs, values and practices in different belief systems - To recognise and explain the impact of beliefs and ultimate questions on individuals and communities - To explain how and why differences in belief are expressed. - To suggest lines of enquiry to address questions raised by the study of religions and beliefs - To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence - To recognise and explain diversity within religious expression, using appropriate concepts. - To explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities - To explain how selected features of religious life and practice make a difference to the lives of individuals and communities - To explain how some forms of religious expression are used differently by individuals and communities - To make informed responses to questions of identity and experience in the light of their learning - To make informed responses to questions of meaning and purpose in the light of their learning - To make informed responses to people's values and commitments (including religious ones) in the light of their learning 	<ul style="list-style-type: none"> - To explain connections between questions, beliefs, values and practices in different belief systems - To recognise and explain the impact of beliefs and ultimate questions on individuals and communities - To explain how and why differences in belief are expressed. - To suggest lines of enquiry to address questions raised by the study of religions and beliefs - To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence - To recognise and explain diversity within religious expression, using appropriate concepts. - To explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities - To explain how selected features of religious life and practice make a difference to the lives of individuals and communities - To explain how some forms of religious expression are used differently by individuals and communities - To make informed responses to questions of identity and experience in the light of their learning - To make informed responses to questions of meaning and purpose in the light of their learning - To make informed responses to people's values and commitments (including religious ones) in the light of their learning 	<ul style="list-style-type: none"> - To explain connections between questions, beliefs, values and practices in different belief systems - To recognise and explain the impact of beliefs and ultimate questions on individuals and communities - To explain how and why differences in belief are expressed. - To suggest lines of enquiry to address questions raised by the study of religions and beliefs - To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence - To recognise and explain diversity within religious expression, using appropriate concepts. - To explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities - To explain how selected features of religious life and practice make a difference to the lives of individuals and communities - To explain how some forms of religious expression are used differently by individuals and communities - To make informed responses to questions of identity and experience in the light of their learning - To make informed responses to questions of meaning and purpose in the light of their learning - To make informed responses to people's values and commitments (including religious ones) in the light of their learning 	
<p>Christianity What can we learn about Christian faith through studying the lives of Northern Saints? IoB Who were the Northern saints? What are they important? What did they do? Stories about the northern saints- how their faith affected their lives and their significance then and now e.g. St. Cuthbert, St Aidan, Venerable Bede and St. Hild. What is their relevance to Christians today?</p> <p>Christmas What are the themes of Christmas? B,A,EoB Nativity- the story of Jesus' birth. Christmas story shows the vulnerability of human existence and the delicacy of faith, represented in a baby lying in a manger, surrounded by shepherds and strangers. It reminds Christians that life is vulnerable and precious; yet even on the edge of community and the edge of life, God is present. Advent- preparation for Jesus' birth. Candles- light of the world- God coming to Earth through Jesus. Carols- sing and celebrate the messages of Christmas. Gifts- sharing love,</p> <p>http://www.ccj.org.uk/themes-of-christmas-a-resource/ information https://www.bbc.co.uk/teach/class-clips-video/religious-studies-KS2-christmas/z4xcjhw Christmas</p>	<p>Islam Why is the Qur'an important to Muslims? B,A What can we learn from visiting a mosque? B, A, EoB Qur'an is respected - high shelf. Not allowed to be on the floor. Some people wrap it. Most people have a stand for it. Teachings from Allah. Why is the Qur'an so important and respected?</p> <p>Time clocks- follow the clocks for prayer times- pray five times a day Kaba – God's house Prayer mats face Kaba- it is a carpet of prayer mats. Simple, no furniture Storage space for shoes- take off their shoes</p> <p>Easter Why is the Last Supper so important to Christians? B,A,EoB When during holy week does the last supper take place? Maundy Thursday (Holy Thursday). The story of the last supper. Why was there a 'Last supper'? Who was at the last supper? What happened at the 'last Supper'? During the meal Jesus predicts his betrayal by one of the apostles present, and foretells that before the next morning, Peter will thrice deny knowing him. First Eucharist performed by Jesus (Eucharist performed in church).</p> <p>https://request.org.uk/festivals/holy-week-and-easter/maundy-thursday/ Maundy Thursday</p>	<p>Non-religious What does a being a 'good person' mean? B, EoB IoB Why should people care for others? B, IoB, EoB Why should people care for the environment? B, IoB, EoB</p> <p>Humanism is a philosophy or a way of thinking about the world. Humanism is a set of ethics or ideas about how people should live and act. People who hold this set of ethics are called humanists. Humanists prefer critical thinking and evidence (rationalism and empiricism) over acceptance of dogma or superstition. Views held by many humanists include: Humans deserve respect. Every human should be treated with respect and allowed to have <u>dignity</u>. If all people act with respect for others, then people will live in peace and trust. People should all be able to decide how they want to live their lives. They should use <u>reasoning</u> to make decisions and solve problems. Humanists decide what choices are good by whether those choices will help make human life better and the world around them. Explore the questions- why should we care for others? (What would good people do? Why?) Why should people care for the environment?</p> <p>https://www.humanism.scot/wp-content/uploads/2015/09/Caring-for-our-world-primary-resources-from-HSS.pdf https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn What is Humanism. https://www.bbc.co.uk/bitesize/guides/zt2nmsg/revision/4 information. https://www.bbc.co.uk/religion/religions/atheism/types/humanism.shtml information</p>	