



Ferndale Primary and Nursery School

RE: Year 5

<p><u>EXPRESSING</u></p> <p>Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p><u>BELIEVING</u></p> <p>Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p>	<p><u>LIVING</u></p> <p>Gain and deploy the skills needed to engage seriously with religious and nonreligious worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>
<p><i>U2.1 Why do some people believe God exists?</i> Outline clearly a Christian understanding of what God is like, using examples and evidence. (A2)</p> <p><i>U2.4 If God is everywhere, why go to a place of worship?</i> Make connections between how believers feel about places of worship in different traditions. (A3)</p> <p><i>U2.2 What would Jesus do?</i> Outline Jesus' teaching on how his followers should live. (A2)</p> <p><i>U2.6 What does it mean to be a Muslim in Britain today? Make connections between Muslim practise of the Five Pillars and their beliefs about God and the Prophet Muhammad. (A2)</i> Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. (A2) Make connections between the key functions of the mosque and the belief of Muslims. (A1)</p>	<p><i>U2.1 Why do some people believe God exists?</i> Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. (B2) Express thoughtful ideas about the impact of believing or not believing in God on someone's life. (B1)</p> <p><i>U2.4 If God is everywhere, why go to a place of worship?</i> Select and describe the most important functions of a place of worship for the community. (B3) Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. (B2)</p> <p><i>U2.2 What would Jesus do?</i> Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. (B3) Explain the impact Jesus' example and teachings might have on Christians today. (B1)</p> <p><i>U2.6 What does it mean to be a Muslim in Britain today?</i></p>	<p><i>U2.1 Why do some people believe God exists?</i> Present different views on why people believe in God or not, including their own ideas.</p> <p><i>U2.4 If God is everywhere, why go to a place of worship?</i> Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself. (C1)</p> <p><i>U2.2 What would Jesus do?</i> Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. (C3)</p> <p><i>U2.10 Green religions? How and why should religious communities do more to care for the Earth? Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'. (C3)</i></p>



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<p><i>U2.10 Green religions? How and why should religious communities do more to care for the Earth?</i> Make connections between beliefs about the earth and activist behaviour in different religions. (A1)</p>		<p><i>Describe and reflect on the significance of the Holy Qur'an to Muslims. (B1)</i></p> <p><i>U2.10 Green religions? How and why should religious communities do more to care for the Earth?</i> Understand the challenges facing the planet and responses from different religions. (B2)</p>	
Language Enrichment	First Hand Experiences	Purpose / Life Skills	Previous Knowledge
<p>Class discussions</p> <p>Collective singing and worship</p> <p>Church visits</p> <p>Answer open ended questions</p> <p>Retelling of stories.</p> <p>Drama</p> <p>Hot-seating</p>	<p>Visits to the church at Christmas and Easter and Harvest</p> <p>School celebrations of religious festivals including World Religion day</p>	<p>To develop an understanding of different religions, beliefs and practises</p> <p>Respect, tolerance.</p> <p>Awareness of reflection and prayer</p>	<p><i>L2.6 Why do some people think that life is a journey? What significant experiences mark this?</i></p> <p><i>L2.3: Why is Jesus inspiring to some people?</i></p> <p><i>L2.8 What does it mean to be a Hindu in Britain today?</i></p> <p><i>L2.9: What can we learn from religions and worldviews about deciding what is right and wrong?</i></p> <p><i>L2.10 How do family life and festivals show what matters to Jewish people?</i></p> <p><i>L2.6 Why do some people think that life is a journey? What significant experiences mark this?</i></p> <p><i>L2.3: Why is Jesus inspiring to some people?</i> Identify the most important parts of Easter for</p> <p><i>L2.8 What does it mean to be a Hindu in Britain today?</i></p> <p><i>L2.9: What can we learn from religions and worldviews about deciding what is right and wrong?</i></p> <p><i>L2.10 How do family life and festivals show what matters to Jewish people?</i></p> <p><i>L2.6 Why do some people think that life is a journey? What significant experiences mark this?</i></p> <p><i>L2.8 What does it mean to be a Hindu in Britain today?</i></p>



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