

Religious Education Learning Sequence Document – Year 5/6 – 2021/2022



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What does it mean for Christians to believe that God is holy and loving?	Why do Christians believe that Jesus is the Messiah?	What does it mean to be a Muslim in Britain today?	What do Christians believe Jesus did to 'save' people?	Why is the Torah so important to Jewish people?	What matters most to Humanists and Christians?
Sequence of learning:	1-What do Christians believe about God? Build a God 2-Christian worship songs. 3-Cathedral architecture – how different parts express ideas about God being holy and loving. 4-Express learning creatively. 5-What does God hate? Sin.	1-Qualities of someone who can 'save' the day. 2- Was Jesus the hoped for Messiah- People of God. 3-True meaning of Christmas. 4-Why do Christians believe that Jesus is the Messiah?	1-Muslims in the UK today. 2-The five pillars- Value and challenge of following. 3-The festival of Eid-ul-Adha. 4-Significance of the Holy Quran. 5-The Holy Quran and other guidance for Muslims- How do they put the words and actions into practice?	1-Holy week- Mark 14-15. 2-Who was responsible for Jesus' death? Sacrifice? 3-Communion-How do different churches celebrate? 4-What is a martyr? 5-Sacrifice-what are people prepared to die for?	1-Diversity amongst the Jewish community- contemporary Jews. 2-Jewish beliefs about God. 3-How is a Sefer Torah produced and used? 4-Recall the creation story and how it is used at Rosh Hashanah. 5- Orthodox and Progressive Judaism- observance and synagogues.	1-Why do people do good things and bad things? Christian and humanist reasons why. 2-Explore meanings of some big moral concepts. 3-Explore Christian code for living- love God and love your neighbour and Humanist 'code for living'. 4-Consider similarities and differences between Christian and Humanist values. 5-Value- what matters most to you?
Learning outcomes:	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none"> 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 <p>Make connections:</p> <ul style="list-style-type: none"> 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. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> 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 <p>Make connections:</p> <ul style="list-style-type: none"> 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. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> 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) <p>Understand the impact:</p> <ul style="list-style-type: none"> 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 <p>Make connections:</p> <ul style="list-style-type: none"> 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 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> 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 <p>Make connections:</p> <ul style="list-style-type: none"> 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. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> 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) <p>Make connections:</p> <ul style="list-style-type: none"> 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. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> 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') <p>Understand the impact:</p> <ul style="list-style-type: none"> 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 <p>Make connections:</p> <ul style="list-style-type: none"> 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.



			<ul style="list-style-type: none"> • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 			
Vocabulary:	Christians God Holy Worship Praise Sin Architecture Cathedral Beliefs Bible	Messiah People of God God Bible Christianity Saviour Qualities Incarnation Gospel	Muslim Mosque Prophet Quran Prayer Eid-ul-Adha The five pillars Guidance Actions Significance	Jesus Sacrifice Death Martyr Responsibility Salvation Christians Celebrate Communion Garden of Gethsemane Judas Pilate Resurrection Symbolism Ceremony	Jewish Judaism Torah Diversity Synagogue Observance Orthodox Progressive Kosher Worship Sefer Torah Beliefs	Humanist Christian God Value Code of living Peace Truth Kindness Freedom Truth Fairness Actions Behaviour Honesty Ranking