

Buildwas Academy- RE Long Term Plan Year 5 & 6 Two Year Rolling Programme Coverage, Objectives & Progression



Cycle A

Topic Title: Why do some people believe in God and some people not? U2.11

Prior learning link: Christian beliefs about God (L2.1, L2.6) Muslim beliefs about God (L2.9) Hindu beliefs (L2.7, L2.8)

Knowledge

- I know how to define the terms 'theist', 'atheist' and 'agnostic' and can give examples of statements that reflect these beliefs
- I know some beliefs that religious and non-religious people hold about God and where they get these ideas from.
- I know some reasons why people do or do not believe in God.

Skills

Year 5

Thinking about religion and belief

- explain connections between questions, beliefs, values and practices in different belief systems
- recognise and explain the impact of beliefs and ultimate questions on individuals and communities
- explain how and why differences in belief are expressed.

Enquiring, investigating and interpreting

- . suggest lines of enquiry to address questions raised by the study of religions and beliefs
- . Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence
- recognise and explain diversity within religious expression, using appropriate concepts.

Beliefs and teachings (what people believe)

explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities

Practices and lifestyles (what people do)

explain how selected features of religious life and practice make a difference to the lives of individuals and communities

Expression and language (how people express themselves)

explain how some forms of religious expression are used differently by individuals and communities

Year 6

Thinking about religion and belief

- use religious and philosophical terminology and concepts to explain religions, beliefs and value systems
- explain some of the challenges offered by the variety of religions and beliefs in the contemporary world

- Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.

Enquiring, investigating and interpreting

- . identify the influences on, and distinguish between, different viewpoints within religions and beliefs
- interpret religions and beliefs from different perspectives
- . interpret the significance and impact of different forms of religious and spiritual expression

Beliefs and teachings (what people believe)

Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.

Practices and lifestyles (what people do)

explain in detail the significance of Christian practices, and those of other faiths studied, to the Lives of individuals and communities

Expression and language (how people express themselves)

Autumn

		<p>Identity and experience (making sense of who we are) make informed responses to questions of identity and experience in the light of their learning</p> <p>Meaning and purpose (making sense of life) make informed responses to questions of meaning and purpose in the light of their learning</p> <p>Values and commitments (making sense of right and wrong) make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Compare the different ways in which people of faith communities express their faith.</p> <p>Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Values and commitments (making sense of right and wrong) make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>
Topic Title: <i>Creation and science: conflicting or complementary?</i> U2.2			
Prior learning link: What do Christians learn from the creation story? [Creation/Fall] L2.1			
	Knowledge	Skills	
Spring	<ul style="list-style-type: none"> I understand that there is some controversy around the relationship between the accounts of creation in <i>Genesis</i> and contemporary scientific accounts. I know that these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading <i>Genesis</i> as a poetic account conflict with scientific accounts? I know that there are many scientists throughout history and now who are Christians. I understand that the discoveries of science make Christians wonder even more about the power and majesty of the Creator. 	<p>Year 5 Thinking about religion and belief</p> <ul style="list-style-type: none"> explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs and ultimate questions on individuals and communities explain how and why differences in belief are expressed. <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence recognise and explain diversity within religious expression, using appropriate concepts. <p>Beliefs and teachings (what people believe) explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p> <p>Practices and lifestyles (what people do)</p>	<p>Year 6 Thinking about religion and belief</p> <ul style="list-style-type: none"> use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> identify the influences on, and distinguish between, different viewpoints within religions and beliefs interpret religions and beliefs from different perspectives interpret the significance and impact of different forms of religious and spiritual expression <p>Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p>

	<p>explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p> <p>Expression and language (how people express themselves) explain how some forms of religious expression are used differently by individuals and communities</p> <p>Identity and experience (making sense of who we are) make informed responses to questions of identity and experience in the light of their learning</p> <p>Meaning and purpose (making sense of life) make informed responses to questions of meaning and purpose in the light of their learning</p> <p>Values and commitments (making sense of right and wrong) make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Practices and lifestyles (what people do) explain in detail the significance of Christian practices, and those of other faiths studied, to the Lives of individuals and communities</p> <p>Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith.</p> <p>Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Values and commitments (making sense of right and wrong) make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>
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Summer	Topic Title: How does faith help people when life gets hard? (U2.12)	
	Prior learning link: Christianity (L26, U2.4), Hinduism (L2.7, L2.8), Non religious beliefs (U2.10, U2.11)	
	Knowledge	Skills
<ul style="list-style-type: none"> I can describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. I can identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. 	<p>Year 5 Thinking about religion and belief</p> <ul style="list-style-type: none"> explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs and ultimate questions on individuals and communities explain how and why differences in belief are expressed. <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence recognise and explain 	<p>Year 6 Thinking about religion and belief</p> <ul style="list-style-type: none"> use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> identify the influences on, and distinguish between, different viewpoints within religions and beliefs interpret religions and beliefs from different perspectives

	<ul style="list-style-type: none"> • I can make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • I can use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. • I can reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these. • Offer a reasoned response to the question “How does faith help people when life gets hard?”, with evidence and examples, expressing insights of my own. 	<p>diversity within religious expression, using appropriate concepts.</p> <p>Beliefs and teachings (what people believe) explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p> <p>Practices and lifestyles (what people do) Identity and experience (making sense of who we are) make informed responses to questions of identity and experience in the light of their learning</p> <p>Meaning and purpose (making sense of life) make informed responses to questions of meaning and purpose in the light of their learning</p> <p>Values and commitments (making sense of right and wrong) make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>. interpret the significance and impact of different forms of religious and spiritual expression</p> <p>Beliefs and teachings (what people believe) Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p> <p>Practices and lifestyles (what people do) explain in detail the significance of Christian practices, and those of other faiths studied, to the Lives of individuals and communities</p> <p>Expression and language (how people express themselves) Compare the different ways in which people of faith communities express their faith.</p> <p>Identity and experience (making sense of who we are) Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Meaning and purpose (making sense of life) Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Values and commitments (making sense of right and wrong) make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>
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Cycle B		
Autumn	<p>Topic Title: NC:</p>	
	<p>Prior learning link:</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="125 1433 869 1477" style="text-align: center;">Knowledge</td> <td data-bbox="869 1433 2136 1477" style="text-align: center;">Skills</td> </tr> </table>	Knowledge
Knowledge	Skills	

	<ul style="list-style-type: none"> I 	Year 5 <ul style="list-style-type: none"> 	Year 6 <ul style="list-style-type: none">
Spring	Topic Title:		
	NC:		
	Prior learning link:		
	Knowledge	Skills	
	<ul style="list-style-type: none"> I 	Year 5 <ul style="list-style-type: none"> 	Year 6 <ul style="list-style-type: none">
Summer	Topic Title:		
	NC:		
	Prior learning link:		
	Knowledge	Skills	
	<ul style="list-style-type: none"> I 	Year 5 <ul style="list-style-type: none"> 	Year 6 <ul style="list-style-type: none">

