

Year 5

Curriculum Map: R.E

Below outlines the learning focus for each term

Term	Learning Focus		Conceptual Development
	Knowledge	Skills	
<p>Do all actions have a consequence?</p> <p><b>Autumn 1 Buddhism and Jainism.</b></p>	<p><b><u>Learning about religion- Practices and way of life</u></b></p> <p>To talk about some of the things that are the same for different people.</p> <p>To talk about what is important to me and to others with respect for their feelings.</p> <p>To talk about making choices about my own behaviour.</p> <p>To understand how rewards and consequences feel.</p> <p>To know why Jains don't eat root vegetables or harm any creature.</p>	<p>To compare some of the things that influence me with those that influence other people.</p> <p>To link things that are important to me and other people with the way I think and behave.</p> <p>To understand that my actions affect me and others.</p> <p>To be able to describe and explain how similarities and differences between some religions can make a difference to the lives of individuals/ communities.</p>	<p><b>Build upon:</b> What does it mean to be sorry and how can we tell? (Year 4, Judaism)</p> <p><b>Prepare for:</b> How responsible are we for the environment? (year 6 Christianity/ Hinduism)</p>
<p>Is it better to give than receive?</p> <p><b>Autumn 2 Christianity and Islam</b></p>	<p><b><u>Learning from Religion-Values and commitments</u></b></p> <p>To ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' Lives</p> <p>To discuss what is meant by the idea of something precious. That some gifts cost nothing, but can be precious.</p> <p>To understand what Christian charities do around the world.</p>	<p>To explain <i>why</i> Muslims, support charitable actions.</p> <p>To explain <i>why</i> Christians, support charitable actions.</p> <p>To reflect on the actions of Christian charities.</p>	<p><b>Build upon:</b> In what ways is Jesus relevant today and in the future? (Year 4, Christianity)</p> <p><b>Prepare for:</b> How responsible are we for the environment? (Year 6, Christianity/ Hinduism)</p>
<p>Why did a Chief Rabbi say – “Religion is about the why of creation, science is about the how”?</p> <p><b>Spring 1 Judaism and Humanism</b></p>	<p><b><u>Learning about Religion-Belief's Teachings and Sources</u></b></p> <p>To know what a Rabbi is.</p> <p>To understand what a world view is.</p> <p>To understand that there are different views on the creation of life.</p> <p>To discuss the saying “Religion is about the why of creation and science is about the how”</p>	<p>To discuss my own views.</p> <p>To be able to compare different views on the creation of life.</p>	<p><b>Build upon:</b> How is Humanism the same as and different to a religion? (Year 4, Humanism)</p> <p><b>Prepare for:</b> How responsible are we for the environment? (Year 6, Christianity/ Hinduism)</p>

<p>How did the teaching of Guru Nanak influence the teaching of Guru Gobind Singh? <b>Spring 2 Sikhism</b></p>	<p><b><u>Learning from religion- Meaning purpose and truth</u></b> To Recap on principles of Sikhism from earlier years teaching. To understand the founder of Sikhism and how Guru Nanak is seen as a guru and what this means. To learn some teachings of the two Gurus and think about how they relate to their own lives.</p>	<p>To explore the teachings of Guru Gobind Singh and the decision to celebrate the Sikh Holy book as a Guru and why. To look at artefacts and to explore some of the relevant text. To compare what the two gurus have in common and how are they different</p>	<p><b>Build upon:</b> Does it matter what we wear and why? (Sikhism, Year 4) <b>Prepare for:</b> What is the truth about the Baisakhi story? (Sikhism, year 6)</p>
<p>What can Christians learn from the teachings of Jesus? <b>Summer 1 Christianity</b></p>	<p><b><u>Learning about religion -Forms of expression and meaning.</u></b> To find out where the prayer originates and who it is for. To understand the key Christian festivals To understand the importance of having a prayer that is familiar and translated into many languages.</p>	<p>To research where it is said and by whom. To think about why a person goes on a pilgrimage. To write about the key messages of the prayer and why it is so universal. To find a modern way to write parts of the Lords' prayer.</p>	<p><b>Build upon:</b> What do Christians do when they pray and why? (year 3) <b>Prepare for:</b> What do Christians believe is the most important event that has ever happened? (Christianity)</p>
<p>How do faiths define themselves? <b>Summer 2 Baha'i</b></p>	<p><b><u>Learning from Religion-Identity, diversity and belonging.</u></b> To know that the Baha'i faith accepts other faiths that came before. To think about how people, worship and what it means to them to be able to do this either alone or with a community. To know that faiths have rituals and practices and prayers that are all different</p>	<p>To express their own and others' views on questions about who we are and where we belong. To think about how people in other religions practice their faith.</p>	<p><b>Build upon:</b> How is Humanism the same as and different to a religion? (Year 4, Humanism) <b>Prepare for:</b> Who do we look to for inspiration and why? (Year 6, Buddhism and Humanism)</p>