

St Anne's C of E Primary School Curriculum Plan

Subject: RE

Year: 5

Term: Autumn 1



Unit: God U2B.1



| Vocabulary | Knowledge | Understanding | Skills |
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| | Children will know (that) | Children will understand (that) | Children will be able to |
| <p>omnipotent – having great power and influence</p> <p>omniscient – knowing everything</p> <p>eternal – lasting or existing forever; without end</p> <p>holy – dedicated to God; sacred</p> <p>sin – an immoral act</p> <p>injustice – lack of fairness or justice</p> <p>cathedral – a church that is run by a Bishop. Typically there is one cathedral for every diocese (region) where a Bishop is officially associated. Usually a Cathedral is like a traditional church building, but on a much larger scale.</p> | <p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <ul style="list-style-type: none"> Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know | <p>Christians believe God is all seeing and all knowing. His kingdom shall have no end.</p> <p>Views on God can vary. Christians believe different things about how He may act towards, eg. Sin. But all Christians believe there is one God and he should be worshipped.</p> <p>Cathedrals and other Christian buildings contain many features that reflect the ways God can be portrayed, both in his love and his holiness.</p> <p>Decorations and images on Cathedral features such as stained glass windows, vast spaces and ceilings or rood screens can give many clues as to how God is perceived by Christians.</p> | <p>Making Sense of the Text</p> <p>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> <p>Understanding the Impact</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship</p> <p>Making Connections</p> |

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| <p>Bishop – a senior member of the Christian clergy</p> <p>clergy – someone who is ordained for religious duties in the Christian church, for example, a vicar</p> <p>architecture – the way a building is designed, and the particulars of its structure</p> <p>confessionals – an enclosed stall with a screen, where clergy can hear peoples' confessions</p> <p>rood screen - a screen, typically of richly carved wood or stone, separating the nave from the chancel of a church</p> | <p>a person rather than learning information.</p> | <p>Christians believe it benefits them to regularly 'talk' to God, be it through prayer or singing worship songs to themselves for example. This makes them feel closer to God and helps them get to know Him as a person.</p> | <p>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> |
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St Anne's C of E Primary School Curriculum Plan

Subject: RE

Year: 5

Term: Spring 2



Unit: Salvation U2B.6



| Vocabulary | Knowledge | Understanding | Skills |
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| | Children will know (that) | Children will understand (that) | Children will be able to |
| <p>Passover – a celebration that commemorates the slavery of Israelites in Egypt and their ultimate exodus to freedom.</p> <p>Judas – a disciple of Jesus’ who betrayed him</p> <p>denial – to refuse to accept something as true or valid</p> <p>betrayal - an act of deliberate disloyalty</p> <p>Jewish – belonging to the religion of Judaism or to Jews</p> <p>The Last/Lord’s Supper - a meal Jesus shared with his disciples shortly he was arrested and eventually killed. This is the meal</p> | <p>Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.</p> <p>The Gospels give accounts of Jesus’ death and resurrection.</p> <p>The New Testament says that Jesus’ death was somehow ‘for us’.</p> <p>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading</p> | <p>The ‘Big Story’ (depicted by the Big Frieze) show the main events of the Bible and Incarnation and Salvation are part of this.</p> <p>Jesus’ death was a sacrifice and Christians believe he died to save humankind.</p> <p>Jesus’ death is interpreted in different ways.</p> <p>The Lord’s Supper/Holy Communion makes reference to Jesus’ death being a sacrifice. The bread and wine help to signify these sacrifices.</p> <p>Christians will make their own sacrifices in order to help others, as a way of showing what they have learnt from Jesus’ death.</p> | <p>Making Sense of the Text</p> <p>Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus’ death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Understanding the Impact</p> <p>Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians</p> |

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| <p>where Jesus first shared bread and wine as a way of remembering him.</p> <p>eucharist/mass/Holy Communion – the sharing of bread and wine communally, in order to remember Jesus’ sacrifice on the cross</p> <p>sacrifice - an act of surrendering life (in Jesus’ case)</p> | <p>them to God; leading from darkness to light.</p> <p>Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass).</p> <p>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p> | | <p>celebrate Holy Communion/Lord’s Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Making Connections</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> |
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St Anne's C of E Primary School Curriculum Plan

Subject: RE

Year: 5

Term: Summer 1



Unit: People of God U2B.3



| Vocabulary | Knowledge | Understanding | Skills |
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| | Children will know (that) | Children will understand (that) | Children will be able to |
| <p>Old Testament – the first part of the Bible (written before Jesus was born). It contains the teachings and wisdom of the ancient people of Israel.</p> <p>New Testament – the second part of the Bible (written after Jesus was born); it tells the story of Jesus' birth, death and resurrection and gives further advise on how Christians should live their lives.</p> <p>People of God – also known as the People of Israel. People chosen by God to follow and worship him. They are descendants of Noah.</p> <p>The Ten Commandments – can be understood as a moral guidebook/set of rules which aim to explain how people should behave</p> | <p>The Old Testament pieces together the story of the People of God.</p> <p>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p> <p>Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p> | <p>Moses was an important character in the Old Testament of the Bible, chosen by God to free the Israelites from slavery and lead them out of Egypt to freedom. God also guided him to find the 10 commandments at the top of Mount Sinai. He is prominent, not just in the Christian faith but also in the Jewish faith, for being an important prophet, teacher and leader, and one of 'God's People'.</p> <p>Therefore, the story of Moses appears in the Jewish Torah aswell as the Bible.</p> <p>Moses begin his life as the 'baby in the bull rushes'. Later in life he was called by God to do God's work by receiving a message via a</p> | <p>Making Sense of the Text</p> <p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Understanding the Impact</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Making Connections</p> |

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| <p>towards each other. Most religions will have similar guidelines that help people make decisions and act in what they believe to be the right way.</p> <p>covenant – another way of describing making a pact or an agreement. The word covenant tends to be used in the Bible for this.</p> <p>Israelites/Hebrews – the ancient descendants of modern day Jews</p> | | <p>burning bush (see Exodus Chapter 3).</p> <p>The Exodus is a time where Moses lead many, many people out into the desert to escape Egypt and slavery. Moses and the Israelites were chased by the Egyptian leaders, but Moses was able to part the Red Sea through the power of God. The story is explained in the book of 'Exodus' in the Bible.</p> <p>The story of Moses has similarities and common themes to the New Testament story of Jesus' death also bringing salvation and also rescuing people from slavery.</p> <p>The Ten Commandments (covenant) are ten key rules from God, telling God's People (Christians today) how to live their lives. These are: You shall have no other gods before Me. You shall not make idols. You shall not take the name of the LORD your God in vain. Remember the Sabbath day, to keep it holy. Honor your father and your mother. You shall not murder. You shall not commit adultery. You shall not steal.</p> | <p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p> |
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| | | Christians believe Jesus brought a further covenant in terms of mankind's relationship with God, i.e. 'Love the Lord Your God' (Matthew 22:37-40) | |
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