

Topic: Christianity God – Where can we find guidance about how to live our lives?

Year 5

Strand – Religious Education

Focus Question – Why is it sometimes difficult to do the right thing?



What guides the choices I make about right and wrong?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Why is it sometimes difficult to do the right thing?

When would I want to be forgiven?

What role do myths and stories have? What 'truths' might they contain? How are they used as sources of wisdom and guidance?

Pupils should consider how and why Christians might use the Lord's Prayer. They should analyse the words and make links with Christian beliefs about God, human temptation and forgiveness.

Pupils will explore the Christian beliefs and teachings about sin and temptation. They should investigate the importance of forgiveness in the teachings of Christianity.

Pupils should learn about Christian beliefs and values found in the story of the Fall (Genesis 3). They should explore differing ways that this story might be interpreted.

Pupils should think about the types of things that might be classed as temptations by Christians today and where a Christian might look for guidance about how to avoid evil and resist temptation.

Why do humans sometimes do things that they know are wrong? What aspects of human life lead us into temptation?

Should I forgive those who do wrong?

Key Ideas About This Unit

This unit enables children to explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation. Pupils should be encouraged to make links with prior learning about the creation story in Genesis 1 (particularly the point that God made the world 'and saw that it was good') and with their knowledge of baptism. They should have the opportunity to analyse and ask questions about the story found in Genesis 3, not simply retell it. They will deepen their understanding of how and why Christians use the Bible by exploring different Christian interpretations of the text.

Key Vocabulary

Baptism	A ceremony performed in Church by a Vicar or Priest.
Confession	A formal statement admitting that you're guilty of a crime.
Disobedience	Failure or refusal to obey rules or someone in authority.
Guidance	Advice or information aimed at resolving a problem or difficulty.
Forgiveness	The action or process of forgiving or being forgiven.
Old Testament	The first part of the Christian Bible, which is the Jewish scriptures.
New Testament	The second part of the Christian Bible, which is about Jesus and the early Church.
Penance	A punishment inflicted on oneself as an outward expression for wrongdoing.
Sin	An immoral act considered to be against divine law.
Temptation	The desire to do something, especially something wrong or unwise.



What amazes me?

What do we mean by a 'miracle'?
Is it more than just something amazing?

Search for personal meaning

Is it OK to disagree?

Shared human experience

Living religious traditions

Beliefs and values

Investigate why some Christians might go on pilgrimage to places associated with miraculous events.

Pupils will explore a selection of miracle stories from the life of Jesus and consider what a Christian might learn about Jesus from these stories.

What do we mean by a miracle?

They will deepen their understanding of Christian beliefs about Jesus as God incarnate – fully human and fully divine.

Pupils should explore the link between belief in miracles and the power of prayer. They will consider the importance of believing in the possibility of miracles for Christians today.

Do you have to see something in order to believe it?
How should we make decisions about what to believe?

What do I believe in and why?

Key Ideas About This Unit

This unit enables children to explore what the Christian belief in Jesus as 'fully human and fully divine' means. They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature. They will also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus.

Children should have opportunities to discuss why some people believe in miracles and why others do not. In the context of Christianity, they should understand the importance for many Christians, of believing in the possibility of miracles and in belief in the resurrection of Jesus.

Key Vocabulary

Bible	A Bible is a collection of sacred texts – the relationship between God and humans.
Biblical	Relating to or contained in the Bible.
Fully Divine	Of or relating to a god – devoted to God or a god; religious; sacred: divine worship.
Incarnation	Christians believe that God took human form in Jesus.
Lent	The period preceding Easter, which is devoted to fasting, abstinence and penitence.
Miracle	An extraordinary and welcome event that is not explicable by natural or scientific laws.
Pilgrimage	A religious journey.
Sacrifice	Christ's offering of himself in the Crucifixion.
Selfless	Concerned more with the needs and wishes of others than with themselves.
Resurrection	The rising of Christ from the dead.



Who or what has influenced my beliefs?

What do we mean by a 'source of authority'?

What different sources of authority might people turn to for guidance?

Shared human experience

Pupils will explore the use of art in Christianity to explain beliefs such as the Trinity and as a focus for use in worship.

Living religious traditions

Beliefs and values

Pupils will explore Christian beliefs and teachings about the concept of the Trinity.

How do people decide what to believe?

They will investigate the beliefs contained within the Apostle's Creed and consider why a religious community might want a shared statement of belief.

Pupils should learn about the Worldwide Christian Church and the beliefs and practices that might unite them. They could look at Taizé as an example of Christian unity in diversity.

What is my 'ultimate' authority?

Do communities need to have shared beliefs and values?

What happens if members of a community have differing beliefs?

Why should I be respectful towards the beliefs of others?

Key Ideas About This Unit

This unit enables children to explore Christian beliefs and teachings contained in the Apostle's Creed and how shared beliefs unite the world-wide Church. Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They will be able to explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices. Children will begin to explore diversity within Christianity by looking at differences in worship. They should consider different ideas about diversity within a community – and the importance of being respectful of difference.

Key Vocabulary

Anglican	Relating to or devoting the Church of England or any Church in communion.
Apostle's Creed	A Christian statement of belief ascribed to the Twelve advocates and used in worship.
Catholic	It is pressed to be the universal faith of humanity.
Diversity	Understanding that each individual is unique, and recognising individual differences.
Holy Spirit	In Christianity the third person of the Trinity; God as spiritually active in the world.
Pentecostal	A form of Christianity that emphasises the work of the Holy Spirit.
Salvation Army	An international religious and charitable group organised on military lines.
Quaker	A member of the Religious Society of Friends, devoted to peaceful principles.
Taizé	The style of Christian worship by the Taizé community in France – repetitive singing.
Trinity	The three persons of the Christian Godhead; Father, Son and Holy Spirit.

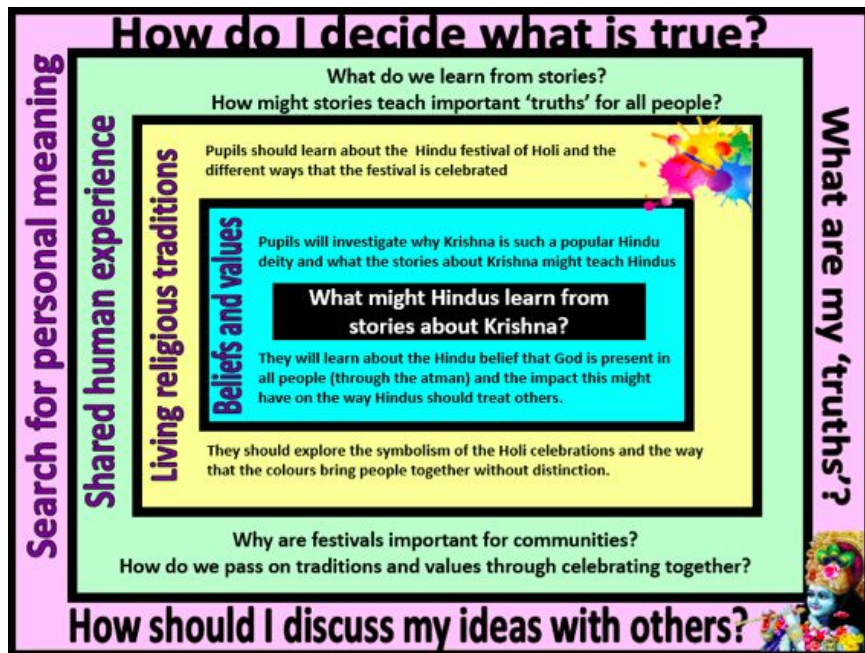
Topic: Hinduism – Where can we find guidance about how to live our lives?

Year 5

Strand – Religious Education

Focus Question – How might Hindus learn from stories about Krishna?

Year 5



Key Ideas About This Unit

This unit enables children to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Opportunities are provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story. Children will need to revisit prior learning – in order to understand this unit, they need to know that Hindus believe in one God in many forms (Brahman) and that Vishnu is a popular form of Brahman as he is seen as the protector and preserver.

Key Vocabulary

Atman	The spiritual life principle of the universe, especially when regarded as immanent.
Avatar	A manifestation of a deity or released soul in bodily form on earth.
Brahman	It is pressed to be the universal faith of humanity.
Deity	A god or goddess that has divine status, quality or nature.
Holi	A Hindu spring festival in honour of Krishna.
Holika	An ancient Hindu festival, signifying the victory of good over evil.
Krishna	A Hindu God that symbolises divine music.
Namaste	A respectful greeting 'bowing to you'. Spiritual import reflecting the belief.
Scriptures	Hindu texts are manuscripts related to any of the diverse traditions.
Vishnu	The Hindu god is the protector and preserver of the universe.

Topic: Islam – Where can we find guidance about how to live our lives?

Year 5

Strand – Religious Education

Focus Question – Why is the Qur’an important to Muslims?



Where do I find guidance?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Why is the Qur’an important to Muslims?

How did I develop my own values and beliefs?

Who decides what is right and wrong?

Where do we learn how to behave?
Where do laws come from? And why are they important?

Pupils should be able to recall the night of power and explain how and why Muslims remember it.

Pupils will explore Islamic beliefs about how the Qur’an is the word of God. They should investigate how the Qur’an is used as a source of guidance in everyday life.

Pupils should explain why Muhammad (pbuh) is called the seal of the prophets and investigate the impact of believing the Qur’an is divine revelation.

Pupils should be able to explain how Muslims demonstrate respect for Allah through the use and treatment of the Qur’an.

Where can you find the right advice and guidance?

Key Ideas About This Unit

This unit enables children to explore and examine the origins and role of the Qur’an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam and how this impacts on the way that the Qur’an is viewed and treated. Pupils should make links with prior learning about the night of power (Laylat Ul-Qadr), not only knowing what happened, but also why it is important for Muslims and how it is remembered. They will develop knowledge and understanding of the Prophet Muhammad and how/why he is a role model and source of guidance for Muslims. This is an opportunity to pull together prior learning about the life of the Prophet.

Key Vocabulary

Allah	Arabic word for God and who Muslims pray to.
Bismillah	A phrase used by Muslims meaning ‘In the name of God’.
Five Pillars	The most important Muslim practices are the Five Pillars of Islam.
Imam	The person who leads prayers in a mosque.
Muhammad	The name of the prophet who founded the religion, Islam.
Pbuh	The Arabic phrase which means ‘peace be upon him’.
Qur’an	The Islamic sacred book, believed to be the word of God.
Ramadan	The ninth month of the Muslim year, during which strict fasting is observed from dawn to sunset.
Submission	The action of accepting or yielding to a superior force.
The Night of Power	Marks the night in which the Qur’an was first revealed to the Prophet Muhammad by Allah

Topic: Judaism – Where can we find guidance about how to live our lives?

Year 5

Strand – Religious Education

Focus Question – Do people need laws to guide them?

Year 5



What organisations exist to help others?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

How much control do I have over what rules I follow?

What rules guide my behaviour?
Who makes the rules?

Pupils should explore the link between belief in the Torah and attending the synagogue.

Pupils will explore why the Torah is so important to Jewish people and how it is used as a source of guidance for their lives.


Do people need laws to guide them?

They will discover how Jewish people visit the synagogue in order to deepen their knowledge of the Torah and to receive support from people there in understanding its teachings.

Pupils should be able to explain how Jewish people demonstrate their respect for the Torah.

Should other people create rules for us to follow?

How do I know what is the right thing to do?



Key Ideas About This Unit

This unit enables children to explore the importance of the Torah to Jewish people as a guide to life and faith. This unit has links with the Year 2 unit ‘What aspects of life really matter?’ and pupils will have opportunities for revisiting prior learning on how the Torah was given to Moses. Children will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this.

Key Vocabulary

Abraham	In Jewish tradition is known as the first Jew ‘father of the people’.
Deuteronomy	The book is the fifth book of the Jewish Torah.
Genesis	The origin and refers to the beginning of something or the first book of the Torah.
Leviticus	Third book of the Latin Bible
Moses	Is the most important Jewish prophet – traditionally credited with writing the Torah.
Torah	The first five books of the Hebrew scriptures.
Scriptures	Jewish texts are manuscripts related to any of the diverse traditions.
Synagogue	The building in which Jews meet for religious worship or instruction.