

Pudsey Bolton Royd Primary School RE Long-Term Plan

Year 5

<u>Unit 5.1</u>	<u>Unit 5.2</u>
Enquiry Questions	
Why are some places and journeys special?	What values are shown in codes for living?
Outcomes	
In a group write a presentation of why Jerusalem is an important place of pilgrimage to Muslims, Jews and Christians.	Ask pupils to create a code of living of their own, coming up with 5-10 sentences that would make good rules for a happier world.
Linked Texts	
N/A	<p>The crying camel -A Muslim story – in resource pack https://www.youtube.com/watch?v=MQ1Xq50OSUw</p> <p>The Boy who Threw Stones at Trees – in resource pack https://www.youtube.com/watch?v=765Ly5clJh0</p> <p>Prophet Muhammad and the Ants – in resource pack https://www.youtube.com/watch?v=bN7KIMmwlc</p> <p>The Parable of the Good Samaritan – in resource pack https://www.youtube.com/watch?v=MLzdQtetedc</p>
Linked Experiences	
<p>Time given to watch the presentations in class.</p> <p>Virtual experience of Muslim Pilgrimage to Makkah https://www.youtube.com/watch?v=49xdCEsDDx4</p>	N/A
Overview	
<p>This unit explores the special journeys that people make. Children will understand that there are special religious places in the world.</p> <p>It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to and why and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.</p> <p>These special places describe how a Jewish person feels about visiting the Western Wall. Understand the significance of the journey to Makkah for Muslims. Understand that Christians have special places and journeys such as Bethlehem, Jerusalem, Red Sea etc. Understand that Sikhs experience a personal journey of reflection. Compare and contrast why Jerusalem is special for different religions.</p>	<p>This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims.</p> <p>The focus is on the way in which stories communicate values, and the ways in which values make a difference to our lives. Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values peoples share, and the fact that not all values are shared. Pupils are encouraged to consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas for themselves and at every point to explore examples and teaching referring to their own values, in the light of other people's ideas.</p> <p>Children ask thoughtful questions about religious and non-religious ways of life. They will notice and describe the differences between religious and non-religious ideas.</p>
Knowledge and/or Skills Covered	

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<p>Questioning - Ask and answer theologically valid questions (eg about sensitivity, reliability, perspective).</p> <p>Understanding Religion and Faith - Compare beliefs and faiths, and give coherent reasons for the differences and similarities.</p> <p>Insight vs Knowledge - Show an interest in other people's insights.</p> <p>Respect and Empathy - Demonstrate good manners and sensitively deal with others' lack of manners. Explain how people can show respect for other religions (opinions).</p>	<p>Questioning - Ask and answer theologically valid questions (eg about sensitivity, reliability, perspective).</p> <p>Insight vs Knowledge - Show an interest in other people's insights.</p> <p>Finding Morals (In Stories) - Find links between stories within and between beliefs and faiths.</p> <p>Right and Wrong - Discuss moral dilemmas, referring to faith and culture, including areas considered right by some and wrong by others.</p>
Important Vocabulary	
Journey, Responsibility, Belief, Pilgrimage, Reflection, Faith.	<p>Love, forgiveness, , peace between people and God, honesty, prayer, worship, fellowship, Muslim, Ummah- community, Forgiveness, Honesty, Prayer, Charity. Humanism</p> <p>Honesty, integrity, love for the truth, personal responsibility, reciprocity, atheism.</p> <p>Religious and Human Experiences:</p> <p>Choice, good and bad, right and wrong, morality, values, consequences.</p>

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<u>Unit 5.3</u>	<u>Unit 5.4</u>
Enquiry Questions	
Should we forgive others?	What do Christians believe about the old and new covenants?
Outcomes	
<p>'Conscience Alley' or 'Reflection Alley' is a powerful strategy in helping pupils to explore alternative advice and ideas in this work. Set up the classroom as in the illustration so that someone can walk along Reflection Alley and receive advice, ideas or points of view from their peers as they walk.</p> <p>Split the class into three large groups and give one person in each group, the 'walker', a big question or a dilemma about repentance, saying sorry or forgiveness.</p>	Pupils create a poster demonstrating their learning from throughout the unit answering the question 'What do Christians believe about old and new covenants?'
Linked Texts	
<p>Song lyrics: "Sorry seems to be the hardest word", Blue or Elton John "Hurt" Christina Aguilera "Forgiveness", Leona Lewis</p> <p>The Lost Son (Matthew 15:11-32) The Pharisee and the Tax Collector (Luke 18:9-14) The Unforgiving Servant (Matthew 18:21-35) : Zacchaeus (Luke 19:1-10) the Paralysed man let through the roof (Mark 2: 1-12) Peter's denials (Mark 14: 66-73)</p> <p>The story of Corrie Ten Boom</p> <p>http://www.familylifeeducation.org/gilliland/procgroup/CorrieTenBoom.htm</p>	<p>See resource pack 5.4</p> <p>One Solitary Life The Story of Abraham The Story of Moses The Ten Commandments The Story of King David</p>
Linked Experiences	
Overview	
This unit will explore the partner concepts of forgiveness and reconciliation in Christianity. The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. It also allow pupils to understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Pupils will be enabled to begin to understand the importance of forgiveness in Christian theology	This unit explores some of the different covenants between God and various key figures in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these covenants and their importance. It also makes comparisons to different faiths' views of these people. The children will reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these

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<p>and practice and to think for themselves about questions to do with forgiveness reconciliation and values. Pupils are encouraged to consider what can be learned from Christian examples and teaching referring to their own experiences beliefs and values. Children will show understanding of some reasons people might feel sorry. Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. Respond clearly with their own ideas about importance of confession to Christians. Describe how some modern individuals have faced the challenge of forgiveness.</p>	<p>world faiths. Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people. Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.</p>
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Knowledge and/or Skills Covered

<p>Finding Morals (In Stories) - Find links between stories within and between beliefs and faiths.</p> <p>Respect and Empathy - Demonstrate good manners and sensitively deal with others' lack of manners. Explain how people can show respect for other religions (opinions).</p> <p>Right and Wrong - Discuss moral dilemmas, referring to faith and culture, including areas considered right by some and wrong by others.</p> <p>Using texts - Explain relevance and reliability. Select and organise information from more than one source to construct an informed response.</p>	<p>Understanding Religion and Faith - Compare beliefs and faiths, and give coherent reasons for the differences and similarities.</p> <p>Finding Morals (In Stories) - Find links between stories within and between beliefs and faiths.</p> <p>Using texts - Select and organise information from more than one source to construct an informed response.</p>
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Important Vocabulary

<ul style="list-style-type: none"> • Jesus • Gospel • New Testament • Crucifixion • Forgiveness • Reconciliation • Penitence • Repentance • Redemption • Confession • Conflict • Reconciling • Forgiving • Grudge 	<ul style="list-style-type: none"> • Old Testament • New Testament • Incarnation • Salvation • Gospels • Messiah • Trinity • Son of Man • Son of God • Eternal • Covenant • The Ten Commandments • 'I am' statements
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<ul style="list-style-type: none">• Revenge• Conflict resolution• Consequences	
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