

Objectives

<p>Year 5</p> <p>U2.1 Why do some people believe god exists?</p> <p>U2.4 If God is everywhere, why go to a place of worship?</p> <p>U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st century?</p> <p>U2.6 What does it mean to be a Muslim today?</p>	<p>Year 6</p> <p>U2.3 What do religions say to us when life gets hard?</p> <p>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>U2.7 What matters most to Christians and to Humanists?</p> <p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the Generosity of God), and Ummah (community)?</p>
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How we achieve these

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: WW1	Theme: Space	Theme: Mechanisms and Inventors	Theme: Mountains	Theme: Rivers	Theme: Vikings
NC Reference: U2.1	NC Reference: U2.4	NC Reference: U2.2	NC Reference: U2.2	NC Reference: U2.6	NC Reference: U2.6
Skills Outline clearly a Christian understanding of what God is like, using examples and evidence.	Skills Make connections between how believers feel about places of worship in different traditions.	Skills Outline Jesus' teaching on how his followers should live.	Skills Outline Jesus' teaching on how his followers should live.	Skills Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims.	Skills Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims.
Vocabulary Religion Theist Atheist Agnostic Bible Christianity Interpretation Genesis Evolution	Vocabulary Workshop Church Anglican Protestant Mandir Hindu Jewish Synagogue Orthodox	Vocabulary Charity Generosity Forgiveness Justice Parable	Vocabulary Crucifix Disciple Confess Dilemma Morals Passage Pentecost	Vocabulary Qur'an Shahadah Ibahah Salat Sawm Zakat Hajj Muezzin Allah Rak'ah	Vocabulary Prophet Ramadan Fast Eid Mecca Pilgrimage Hadiths Imam Mosques

UKS 2 RE Progression

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: It's all Greek to me	Theme: From Dinosaurs to Now	Theme: Victorians Industrial Revolution	Theme: It's Electrifying	Theme: SATs focus	Theme: The Wider World Trade and economics
NC Reference: U2:3	NC Reference: U2:5	NC Reference: U2.5	NC Reference:	NC Reference: U2:7	NC Reference: U2.8
Skills Outline Christian, Hindu and/or nonreligious beliefs about life after death.	Skills Christmas story through art	Skills Describe and make connections between examples of religious creativity (buildings and art).	Skills Easter story	Skills Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.	Skills Make connections between beliefs and behaviour in different religions. Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.
Vocabulary bereaved, suffering, ceremony, judgement, heaven, salvation, karma, soul, samsara, reincarnation, moksha,	Vocabulary Enunciation, nativity, Angel Gabriel, proclaim, interpretation, Nazareth, Bethlehem, census, portray	Vocabulary Architecture, charity, generosity, Islamic Relief, Muslim Aid, cathedral, Anglican, Christian Aid.	Vocabulary Eye-witness, crucifixion, resurrection, Eucharist, gospel, doubter	Vocabulary Humanist, image of God, sinful, fallen, code for living, morals, temptation, Good Samaritan,	Vocabulary Ahmmsa (harmlessness), Grace, Ummah (community) harmless, ahimsa, Gandhi, unconditional,