




Religious Education



Year 5 and 6 Cycle C	<p>Agreed Syllabus</p> <p>Y5 5.4</p> <p>Beliefs in action in the world;</p> <p>Architecture, Charity, Generosity</p>	<p>UC - Incarnation</p> <p>2b.4 Was Jesus the Messiah?</p> 	<p>Agreed Syllabus</p> <p>Y6 6.4</p> <p>Beliefs in action in the world;</p> <p>Judaism WW2</p>	<p>UC - Salvation</p> <p>2b. 6 </p> <p>What did Jesus do to save human beings?</p>	<p>UC – Kingdom of God</p> <p>2b.8</p> <p>What kind of King is Jesus?</p> 	<p>Agreed Syllabus</p> <p>Y6 6.2</p> <p>Religions, worldviews, family and community</p>
Key Concepts	Muslim, Hindu, Christian, Humanist,	Christianity, Incarnation	Religion, harmony	Christianity, Salvation	Christianity	Christianity, Islam, Hinduism, Judaism. Also, non-religious examples should be studied in this unit.
Key Vocabulary	spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion.	Saviour, messiah, prophecy, transfiguration	respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander	Stations of the Cross, resurrection, sacrifice, Last Supper, Holy Communion	Kingdom, community, parable, belief, justice	inter-faith, harmony, tolerance, respect, moral values, religious plurality
Substantive Knowledge	Great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local	<p>Jesus was Jewish.</p> <ul style="list-style-type: none"> • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the 	<ul style="list-style-type: none"> • Pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. • The Kindertransport and the importance of providing refuge to people who are 	<ul style="list-style-type: none"> • 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. • The Gospels give accounts of Jesus' death and resurrection. 	<ul style="list-style-type: none"> • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians 	<p>The statistics of world religions in the local area, the county, region, nation and world.</p> <p>To know about at least two examples of inter faith co-operation</p>

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	<p>Synagogue, Mandir and Mosque.</p> <p>Different charities which apply the 'golden rule' ('treat others as you would like to be treated', 'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems.</p>	<p>relationship between humans and God.</p> <ul style="list-style-type: none"> • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation). 	<p>persecuted for who they are.</p> <ul style="list-style-type: none"> • The work of the National Holocaust Centre and Museum as a place of remembrance in the UK. 	<ul style="list-style-type: none"> • The New Testament says that Jesus' death was somehow 'for us'. • 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 them to God; leading from darkness to light. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • 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>who live in obedience to God.</p> <ul style="list-style-type: none"> • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. 	
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<p>Knowledge Progression Map Statements</p>	<p>I know the beliefs about the value of sacred space and holy buildings to believers in at least two religions</p> <p>I know the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty</p> <p>I know my own ideas about the relative value of worship and holy buildings and charity and compassion</p> <p>I know why some religious people believe that worship makes them more charitable</p> <p>I know what matters in different religions about worship and about generosity or charity</p>	<p>I know the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>I know some Gospel and prophecy texts, using technical terms.</p> <p>I know how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>I know that the Christian idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>I know that Christians believe Jesus is the Messiah — a Saviour from God — this is important in the world today and, if it is true, what difference that might make in people's lives</p>	<p>I know the impact of beliefs on people lives</p> <p>I know a story of a survivor of Nazi hatred</p> <p>I know how Jewish people responded to the prejudice and hatred of the Nazis</p> <p>I know why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea.</p> <p>I know how the ideas of respect, harmony and goodness apply to the lives of those who rejected Nazi ideas</p> <p>I know what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.</p>	<p>I know the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>I know what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>I know how to suggest meanings for narratives of Jesus' death/resurrection, comparing my ideas with ways in which Christians interpret these texts.</p> <p>I know connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>I know how Christians put their beliefs into practice.</p> <p>I know the value and impact of ideas of sacrifice in my own life and the world today</p>	<p>I know connections between biblical texts and the concept of the Kingdom of God.</p> <p>I know different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>I know connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>I know Christian teachings or beliefs about God's Kingdom relate to the issues, problems and opportunities of their own lives and the life of their own community in the world today.</p>	<p>I know the impact of beliefs about communities on people from different religions.</p> <p>I know at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts</p> <p>I know varied answers to questions about building peaceful families and communities x</p> <p>I know my own ideas about communities – why they matter, and how they can become stronger.</p> <p>I know how to apply the ideas of tolerance and respect to some tensions or problems in community relations</p> <p>I know what matters about peace, respect and harmony to myself and in our community.</p>
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