

Religious Education Long Term Planning – Summary of Year 5 Units

<p>AUTUMN 1 - Beliefs and actions in the world: Can Christian Aid and Islamic Relief change the world?</p>	<p>AUTUMN 2 - Beliefs and actions in the world: Can Christian Aid and Islamic Relief change the world?</p>
<p>Aim: To teach children about the work of two major faith based charities and develop their understanding of the impact of religion in the world.</p> <p>Children will be able to show that they understand the priorities of the two charities and will be able to identify similarities and differences between the work of two charities and give simple reasons for this.</p> <p>Children will use the terminology of Islam and Christianity to explain the impact of projects carried out by both charities.</p> <p>Children will apply the ideas of generosity, charity, fairness, justice and equality to their own attitudes.</p> <p>Children will make links between their knowledge of the Qur'an to the ways that a Muslim charity behaves.</p> <p>Children will be able to explain their thoughts and values through the use of creative imagery.</p> <p>Children will be able to comment on the impact of religious charities across the world.</p>	
<p>SPRING 1 - Commitments and meanings: What difference does it make to be committed to a religion? (Commitment in Christian, Islamic & Hindu life)</p>	<p>SPRING 2 - Religions in the local community. What will make our town a more restful place?</p>
<p>Aim: To enable children to understand the significance of commitment in three different religions and in relation to their own lives.</p> <p>Children will be able to describe how a Muslim practices some of the Pillars and how a Christian tries to follow Jesus.</p> <p>Children will describe what Hindu worship tells us about their belief and commitment.</p> <p>Children will show that they understand links between their own ways of life and the beliefs and practice of Muslims, Hindus and Christians in following their religions through worship, prayer, community life or social activism.</p>	<p>Aim: To explore diversity within communities, exploring children's attitudes towards respect and diversity and identifying the good of all in society.</p> <p>Children will describe some of the religious diversity of our region, referring to people, places and events.</p> <p>Children will be able to identify similarities and differences in aspects of their lives with those of people of different religions.</p> <p>Children will be able to make links between values like respect and tolerance and their own behaviour.</p> <p>Children will be able to explain why religious diversity can be a good thing in a community like ours.</p>
<p>SUMMER 1 - Muslims and Christians: Who is inspiring? Inspirational Founders and leaders.</p>	<p>SUMMER 2 - Muslims and Christians: Who is inspiring? Inspirational Founders and leaders.</p>
<p>Aim: To enable children to explore, question and respond to the stories, teachings and experience of inspirational people and religious leaders within the Islamic and Christian faiths.</p> <p>Children will use a developing religious vocabulary, to describe key aspects of The Prophet Muhammad's life and teaching.</p> <p>Children will make links between Muslim and Christian beliefs about following the way of God and the example of other people.</p> <p>Children will show an understanding of how The Prophet Muhammad is honoured but never worshipped in Islam.</p> <p>Children will draw on prior learning to describe how Christian people try to live by following the teaching and example of Jesus.</p> <p>Children will be able to identify similarities and differences between The Prophet Muhammad and other leaders, identifying what makes the Prophet unique.</p> <p>Children will show a developing confidence in asking questions about the importance of leaders, making links between their own and others' responses.</p> <p>Children will be able to reflect on learning in order to connect principal beliefs and teachings accurately with the actions of contemporary figures studied.</p>	