

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: R.E. Year Group: Year 5		Area of learning: Unit 5.1 Expressions of Faith Focus on Christianity and Islam
Unit 5.1 to be taught over a full term.	<p>Key Question: How do people express their faith?</p> <p>Pupils explore religious expressions such as faith members' expressions of identity, looking at different expressions in different faiths and denominations.</p> <p>The unit builds on Unit 4.1: Belief in the Community</p> <p>Ideas for resources: Local faith communities and places of worship, Spirited Arts (NATRE), film clips</p>	
Term	Year 5	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		<p><u>Programme of Study</u></p> <p>Identity & values Explore how values provide rules for living and may be influenced by religious belief AT1 Investigate the impact of religious beliefs, values and rules on the life of a believer AT2 Explain the challenges that believers face when following religious beliefs, values and rule</p> <p>Beliefs & practices Investigate the significance of religious festivals and rituals AT1 Show understanding of the way participating in a festival may impact on the life of a faith member AT2 Reflect and share how religious celebrations have an impact on the community</p> <p>Meaning & purpose Explore how people express their beliefs through personal symbols and artefact AT1 Explain how artefacts and symbols express the beliefs of two different faith members AT2 Be creative in showing how believers may express themselves through symbols and artefacts</p>

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		<p>Skills and processes in RE to be included in all year groups</p> <p>The following skills are central to religious education and should be reflected in learning opportunities at all key stages.</p> <p>a) Investigation – this includes:</p> <ul style="list-style-type: none"> ● asking relevant questions ● knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner ● knowing what may constitute evidence for understanding religion(s) ● observing and listening <p>b) Interpretation – this includes:</p> <ul style="list-style-type: none"> ● the ability to draw meaning from artefacts, works of art, poetry and symbolism ● the ability to interpret religious language ● the ability to suggest meanings of religious texts <p>c) Reflection – this includes:</p> <ul style="list-style-type: none"> ● the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices <p>d) Empathy – this includes:</p> <ul style="list-style-type: none"> ● the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others ● developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow ● the ability to see the world through the eyes of others and to see issues from their point of view <p>e) Evaluation – this includes:</p> <ul style="list-style-type: none"> ● the ability to debate issues of religious significance with reference to evidence and argument ● weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience <p>f) Analysis – this includes:</p> <ul style="list-style-type: none"> ● distinguishing between opinion, belief and fact; ● distinguishing between the features of different religions <p>g) Synthesis – this includes:</p> <ul style="list-style-type: none"> ● linking significant features of religion together in a coherent pattern ● connecting different aspects of life into a meaningful whole. <p>h) Application – this includes:</p> <ul style="list-style-type: none"> ● making the association between religions and individual, community, national and international life; ● identifying key religious values and their interplay with secular ones <p>i) Expression – this includes:</p> <ul style="list-style-type: none"> ● the ability to explain concepts, rituals and practices
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		<ul style="list-style-type: none"> the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media <p>j) Collaboration – this includes:</p> <ul style="list-style-type: none"> the ability to work together and learn from each other
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Vocabulary

Christianity- Easter, Christmas, Rites of Passage, Advent, Harvest rituals, faith member, values, religious festivals, rituals, symbols, artefacts, belonging

KS2 Christianity

God

The Trinity - God as Father, Son and Holy Spirit - symbols of dove, flame, light
 Creator God who cares for the world and expects people to care for the world
 Baptism of Jesus, revealing the Trinity
 The Apostles' Creed

Key figures

Jesus – Son of God, Son of Man, Saviour, Messiah, Redeemer, Conqueror

- baptism and temptations
- disciples, friends and followers
- teaching about the Kingdom of God in parables and miracles Lord's Prayer
- Holy Week, ascension into heaven and Pentecost

St Paul

Place of worship: Church

How buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the community

The family of believers past, present and future, guided by the Holy Spirit, carrying on the work of Jesus

Worship:

- Holy Communion, Mass
- silence and music
- styles of worship

Holy book: Bible

Meaning and significance of:

- stories...
- Psalms (23)
- songs that describe the nature of God...

Christian way of life

Christians believe that human beings:

- are made in the image and likeness of God

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- became sinful and can be redeemed

Christians base their morality on:

- The Ten Commandments
- The Sermon on the Mount

Christian values come from the ‘Fruits of the Spirit’: Gal 5: 22-23

- love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control

Christian commitment is shown by:

- personal relationships
- caring and healing
- attitudes to social and global issues, care for the environment
- involvement in charitable work

Christian life is marked by rites of passage:

- baptism (any age)
- confirmation
- marriage (in church)
- death

Sacred places of pilgrimage:

- Iona, Lindisfarne, Walsingham
- Holy Land and Lourdes

KS2 Islam

Allah

Tawhid (Oneness of Allah)
99 names of Allah

Place of worship: Mosque

Role of the mosque as a social, religious, educational and welfare centre feeding the poor and needy
Ummah (brotherhood)

Holy book: The Qur’an

Qur’an and stories about how the Qur’an was revealed
Hadith - the record of the sayings and actions of the Prophet Muhammad (pbuh)
Muslims recognise that God has given other books such as the Scrolls of Ibrahim, Tawrah (Torah), Zabur (Book of Psalms), Injil (Gospel)

Muslim way of life

Sunnah - Muslim way of life based on teachings of Muhammad (pbuh)

Five Pillars of Islam:

- Shahadah - “There is no god except Allah, Muhammad (pbuh) is the Messenger of Allah”
- Salah - prayer five times daily
- Sawm – fasting, dawn to sunset during the month of Ramadan as commanded by Allah
- Zakah - giving to charity

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- Hajj - pilgrimage to Makkah; Muslims are obliged to go once in a lifetime if able
- Eid ul Adha

Muslims believe in:

- keeping dietary requirements
- importance of family life
- importance of cleanliness
- importance of patience
- signs of Allah's creation through nature
- human beings as the best of Allah's creation
- Allah's guidance through messengers (angels - Jibril/Gabriel) and books
- prophets of God, especially Muhammad (pbuh) plus Musa, Isa
- Day of Judgement and the afterlife

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	Investigate the impact of religious beliefs, values and rules on the life of a believer Prepare for Learning <ul style="list-style-type: none"> • Meet and talk with faith members, looking at pictures of religious expression in all its diversity, within and between religions • Find out about particular times of year when each local faith community comes together for specific festivals and celebration
2	Show understanding of the way participating in a festival may impact on the life of a faith member Engage the Learner <ul style="list-style-type: none"> • Engage the learner Consider religious symbolism in personal artefacts and festivals, especially linked to the season and the time of year – Harvest, Advent, Christmas • Watch film clips or experience first-hand a variety of different faith celebrations
3	Explain how artefacts and symbols express the beliefs of two different faith members Be creative in showing how believers may express themselves through symbols and artefacts Identify Learning Questions <ul style="list-style-type: none"> • How may faith members creatively express their beliefs through symbols and artefacts, and in story, drama, art, dance? • What are common forms of expression in religious celebrations from different faiths? • How might a believer feel a sense of belonging when participating in a festival or a ritual?

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4	<p>Explain how artefacts and symbols express the beliefs of two different faith members Be creative in showing how believers may express themselves through symbols and artefacts</p> <p>Provide new information (This can be taught over two weeks. This week is lesson 1)</p> <ul style="list-style-type: none"> • Talk to a faith member about personal religious expression and how it promotes a sense of belonging • Consider the use and meaning of symbols and artefacts that a believer from 3 different faiths may wear, own or carry, including those associated with a particular festival or a ritual Investigate creative expression in celebrations from different faiths • Get involved in a seasonal faith community festival and experience how it may touch the lives of those within and without that group
5	<p>Investigate the significance of religious festivals and rituals Show understanding of the way participating in a festival may impact on the life of a faith member Reflect and share how religious celebrations have an impact on the community</p> <p>Provide new information (Second lesson of two weeks)</p> <ul style="list-style-type: none"> • Talk to a faith member about personal religious expression and how it promotes a sense of belonging • Consider the use and meaning of symbols and artefacts that a believer from 3 different faiths may wear, own or carry, including those associated with a particular festival or a ritual • Investigate creative expression in celebrations from different faiths • Get involved in a seasonal faith community festival and experience how it may touch the lives of those within and without that group
6	<p>Be creative in showing how believers may express themselves through symbols and artefacts</p> <p>Search for meaning (This can be taught over 3 weeks. This week is Lesson 1)</p> <ul style="list-style-type: none"> • Explain how symbols and artefacts found in the home and in community reflect the religious beliefs of the individuals there

Learning Outcome/product

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This unit (5.1 Expressions of faith) will contribute to the following 'bold' parts end of year statements:

Knowledge and Understanding

AT1

Describe and make connections between different features of religions, including celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage

AT1

Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship [specified in the key content](#)

AT1

Show understanding of the challenges of commitment to a community of faith

AT1

Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places

Reflection and Response

AT2

Reflect on the significance for faith members of participating in celebrations, worship, pilgrimages and the rituals which mark birth, death and marriage

AT2

Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship [specified in the key content](#)

AT2

Suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives

AT2

Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places

Assessment records	List only those children who have not achieved the expected outcomes
	Children working above.

End of unit assessment question

1. How can/do artefacts and symbols express the beliefs of two different faith members?
2. How does participating in a festival have an impact on the life of a faith member?
3. How do religious beliefs, values and rules have an impact on the life of a believer?