



Subject: RE

Year 5

Overview

Studying RE at Alameda will provide students with a rich curriculum which will broaden their understanding of different faiths, cultures, mindset and philosophies which relate to the real world. This understanding will help students to reflect on and respond to issues beyond the classroom, that they may experience personally or may observe in wider society.

Autumn

Autumn Term 1

This unit offers pupils an introduction to the Christian Bible and the idea that for Christians, the Bible tells them about what God is like. We investigate why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.

Autumn Term 2

This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. By looking at examples of similarities and differences between Christian and Humanist values, they will investigate what a non-religious way of life means, in contrast to Christianity. Pupils will be asked to consider why they hold the values which they do, and how these values make a difference to their lives.

Assessment:

All tasks are assessed through a combination of verbal, live marking, and teacher assessment.

Spring 1 Hinduism- What helps Hindu people as they try to be good? Make sense of belief • identify and explain Hindu beliefs, e.g. dharma, karma, samsara and moksha, using technical terms accurately • give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma Understand the impact • make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and some ways in which Hindus live • connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Make connections • reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view and giving their own ideas Spring 2 Islam - How is faith expressed in Islam? Make sense of belief • identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Prophet Muhammad* as the Messenger, the Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow the example of Muhammad) Understand the impact • make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections • make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today • reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	Assessment: All tasks are assessed: combination of verbal, live marking, SA/PA, RAG, teacher assessment.
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What helps Hindu people as they try to be good? • Know some of the Hindu Gods • Understand about the different Hindu festivals • Discuss ways, reasons and what Hindu worship is • Research and design our own hand paintings • Know what Punja is and understand why it is important to Hindus • Consider Hindu beliefs about life after death, reflecting on the concept of reincarnation	Assessment: All tasks are assessed: combination of verbal, live marking, SA/PA, RAG, teacher assessment.
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Homework:

- At least once a half term. Activities will vary some examples are research, producing a poster, keeping a food diary.