



Medium Term Planning

Year 5

SPRING

5:2 Faith In Action

Key Concepts Overview

Three Lenses of RE (Key concepts)



Social Sciences



Philosophy

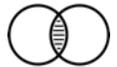


Theology

Second Order Concepts



Empathy



Similarities and Difference



Significance



Written and Oral Expression



Understand Right and Wrong



Cause and Consequence



Rules



Authority



Belonging



Peace



Special, different, rare and unique



Love



Social Sciences

Lenses of RE	Year Group	Unit	Outcomes
	1	1.1 Belonging	Recall some of the symbols, artefacts and rules associated with belonging to a faith group. Recognise some similarities between faith groups. Talk about what it means to belong and understand the importance of a promise.
		1.2 Worship	Recall the important features of a place of worship and say how they are used. Say why a local place of worship is important for many people.
	2	2.1 Lead us not into Temptation	Recognise differences and similarities between school rules and religious rules.
		Easter	Talk about how Christians celebrate the festival of Easter.
		Christmas	Talk about how Christians celebrate the festival of Christmas.
	3	3.1 Remembering	Compare the ways in which religious festivals are celebrated in the community and across the world.
		3.3 Sacred Places	Discover the milestones in life for different religions and respond to the ways in which they offer a sense of identity and belonging.
	4	4.1 Communities	Explain what makes a community. Describe the contribution of a religious group to their community.
		4.2 People who inspire us	Explain what prompts people to commit an ethical cause. Explain and give reasons why a person of faith devoted themselves to a cause. Give examples of altruistic actions in the community.
		Easter	Explain the meaning of the cross for Christians and how it conveys the Easter message .
		Christmas	Explain how and why Christians believe Jesus to be the 'Light of the World.'
	5	5.1 Expressions	Identify the importance of symbolism in the expression of beliefs. Describe different forms of worship and spiritual expression and explain where they might take place.
		5.3 Pilgrimage	Identify and explain why people may participate in a pilgrimage.
	6	6.2 Living a Faith	Explain and give reasons about how personal milestones engender a sense of identity. Discuss and give examples of how participating in rites of passage have an impact on religious communities.
		Easter	Explain the message of Easter for Christians and for the world today.
		Christmas	Compare the celebration of Christmas in religious and secular homes across the world.

Lenses of RE	Year Group	Unit	Outcomes
 <p data-bbox="188 842 353 887">Theology</p>	1	1.2 Worship	Recognise which holy books are special to different religions.
		Easter	Recognise and recall the Easter story and know why it's important to Christians .
		Christmas	Recognise and recall the Nativity story and know why it's important to Christians.
	2	2.1 Lead us not into Temptation	Respond respectfully to people of different faiths and cultures.
		2.2 Believing	<p>Recall and name key beliefs from different religions.</p> <p>Recognise similarities and differences between the key beliefs for different faiths.</p> <p>Suggest two examples of religious beliefs that lead into action.</p>
		2.3 Questions, questions	Describe what different religions believe about God.
	3	3.1 Remembering	Explain the link between the rituals associated with celebrations and the stories behind them.
		3.2 Founders of Faith	<p>Recognise key events in the lives of some faith founders and the impact they made.</p> <p>Describe and make links between the teachings of different faith founders.</p>
		3.3 Sacred places	Recognise what makes a place sacred and recognise reasons why.
		Easter	Describe the events of Holy Week and how Christians remember them today.
		Christmas	Talk about the nativity story from Mary's point of view and from the perspective of one of the wise men.
	4	4.3 Our World	Describe what different religions say about the attributes of God.
	5	5.2 Faith in Action	<p>Identify the origins and make connections between different faith teachings.</p> <p>Give a considered response to the challenges of following a faith.</p>
		5.3 Pilgrimage	Describe and show understanding of actions carried out by a pilgrim.
	6	6.1 Justice and Freedom	Discuss barriers to reconciliation and harmony and the power of forgiveness.
		6.3 Hopes and Visions	Explain and give examples of how people of different faiths respond to the question 'Who is God?'

Lenses of RE	Year Group	Unit	Outcomes
 <p><i>Philosophy</i></p>	1	1.3 What a wonderful world	Recall Christian/Jewish beliefs about God and creation stories, adding some details. Retell a creation story using relevant vocabulary and say where the story comes from. Ask their own 'wondering' questions about the world. Talk about ways of caring for the world.
	2	2.1 Lead us not into temptation	Respond sensitively to decisions about what's right and what's wrong.
		2.3 Questions, questions	Suggest answers to Big Questions from different religious perspectives.
	4	4.3 Our World	Reflect and present ideas about the origin of the universe. Offer reasons why it is important to look after the earth.
	6	6.1 Justice and Freedom	Explain their hopes and dreams for a just community and a just world.
6.3 Hopes and Visions		Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view.	

Spring Term

Year 5

Unit 5.2: Faith In Action

<p><i>Prior Learning</i></p>	<p>This unit follows on from 5:1 <i>Expressions</i> to build upon Unit 3.2 <i>Founders of Faith</i></p> <p><i>Founders of Faith</i></p> <p>What makes a good leader?</p> <p>Who are the key religious figures for Christianity?</p> <p>Who are the key religious figures for other faiths?</p> <p>What do the key religious figures for Christianity believe and do?</p> <p>What did the key religious figures for other faiths believe and do?</p> <p><i>Expressions</i></p> <p>What is a 'symbol of faith'?</p> <p>How can beliefs be celebrated?</p> <p>Why is celebrating faith important?</p> <p>Why are places of worship important?</p> <p>Is there a 'right way' to express a belief?</p> <p>How does it feel to belong?</p>
<p><i>End Points</i></p>	<p>The children will identify the origins and make connections between different faith teachings and will be able to give a considered response to the challenges of following a faith.</p> <p><i>This contributes to the following End of Key Stage statements:</i></p> <ul style="list-style-type: none">• Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.• Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.
<p><i>Vocabulary</i></p>	<p>Vocation, inspiration, influence, beliefs, significant, community, faith founder, charity, commitment</p>
<p><i>Focus Religions/ World Views</i></p>	<p>Religion 1: Christianity</p> <p>Religion 2: Islam</p> <p>Religion 3: Buddhism</p> <p>World View: Humanism (make links where appropriate)</p> <p>Links can also be made to other Religions and World Views where appropriate (dependent on class beliefs, celebrations/time of year, unit content etc.)</p>

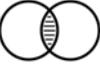
Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p data-bbox="188 676 367 703"><i>Social Sciences</i></p>	 <p data-bbox="488 443 607 470"><i>Authority</i></p>	<p data-bbox="725 264 741 284">1</p> <p data-bbox="645 312 826 368"><i>Who do we listen to?</i></p>	<p data-bbox="842 264 1003 376">Overall Objective: To introduce new unit; Faith In Action.</p> <p data-bbox="842 405 1003 517">Learning Outcomes: I can say who inspires and influences me.</p>	<p data-bbox="1016 264 1391 292">Introduce new unit: Faith In Action</p> <p data-bbox="1016 300 1823 421">Ask children the key learning question for this lesson: Who do we listen to? Discuss reasons why or why not. Discuss whether this answer would be the same for everyone (consider faith members as well as non-faith members)</p> <p data-bbox="1016 464 1839 520">Discuss: Who inspires us? What inspires us? Who influences us? What influences us?</p> <p data-bbox="1016 560 1861 746">Stimulus: Show children some pictures of relevant, well-known celebrities who they may find inspirational. Discuss why they may inspire us and what they may influence us to do. Then discuss lesser-known inspirational people (BBC Bitesize link) – are these people more or less inspirational? Why?</p> <p data-bbox="1016 791 1861 847">Discuss: Discuss whether the people who inspire us always have to be in the public eye.</p> <p data-bbox="1016 887 1787 943">Activity: Children to record ideas about the people who inspire and influence us.</p>	<p data-bbox="1883 264 2152 389">Six inspiring stories from incredible young people: https://www.bbc.co.uk/bitesize/articles/zvgb2sg</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Special, different, rare and unique</p>	<p>2</p> <p>Where do we get our beliefs from?</p>	<p>Overall Objective: To give a considered response to the challenges of following a faith.</p> <p>Learning Outcome: I can say what I believe in.</p>	<p>Focus Religions: Christianity Focus World View:</p> <p> Recap and revisit: Links to Unit 2:2 Believing</p> <p>Discuss what the word belief means – give children dictionary definition.</p> <p>Discuss: What does ‘belief’ mean to them? Why do they think they have these beliefs? How do our beliefs change over time/ as we get older? Do beliefs always have to abstract things such as Father Christmas/God? Can we have beliefs within ourselves/about ourselves? What could some examples be?</p> <p>Where do they think their beliefs have come from? How may their beliefs differ from a person of faith?</p> <p>Activity: Children to mind-map the things that they believe in. Beliefs could be made up of religious beliefs, characters (tooth fairy, aliens, ghosts etc.) and also what each individual believes is most important to them. For example; fairness, equality, resilience, celebrating difference, kindness etc. Could be linked back to Unit 2:1 Lead Us Not Into Temptation—What does the world need more of?</p> <p>Dive deeper, question further What inspires and influences my life? How does it show in the way I live and what I do?</p>	<p>KS2 Assemblies – Malala Yousafzai: https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-malala-yousafzai/zh79g7h</p> <p>Who was Gandhi? https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/z4fwy9g</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Significant</p>  <p>Written and oral expression</p>	<p>3</p> <p><i>Who and what helps to shape our beliefs?</i></p>	<p>Overall Objective: To identify the origins and make connections between different faith teachings.</p> <p>Learning Outcome: I write questions for a significant person of faith.</p>	<p>Focus Religions: Christianity, Islam Focus World View: Humanism</p> <p>Recap and revisit: Recap previous lesson about children’s own beliefs. Ask children again about what beliefs they have. Ask children who has influenced their beliefs.</p> <p>Research and explore: Explore the lives of significant people such as, Malala, Ghandi, Archbishop Desmond Tutu or Andrew Copson (British Humanist Association).</p> <p>Activity: Write ten rich questions to ask people such as Malala, Ghandi, Archbishop Desmond Tutu or Andrew Copson (British Humanist Association) about their work and commitment to their beliefs.</p> <p>Dive deeper, question further Consider the impact of faith - on faith members’ actions - from three different faith communities (Christianity, Islam and Sikhism).</p>	<p>KS2 Assemblies – Malala Yousafzai: https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-malala-yousafzai/zh79g7h</p> <p>Who was Gandhi? https://www.bbc.co.uk/bitesize/topics/ziki382/articles/z4fwy9q</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Similarities / differences</p>	<p>4</p> <p><i>How can we tell the difference between good and bad influencers?</i></p>	<p>Overall Objective: To give a considered response to the challenges of following a faith.</p> <p>Learning Outcome: I know the difference between good and bad influencers.</p>	<p>Focus Religions: Christianity, Islam, Buddhism</p> <p>Discuss: Ask children: what is an influencer? Discuss who the children would consider to be 'influencers'; talk about 'influencers' on social media: Are modern day celebrities good influences? Why/why not?</p> <p>Recap and revisit: Linking back to the previous lessons: What can the children say about religion influencers? Would the faith founders be good or bad influencers? What about the significant people from last lesson?</p> <p>Possible activities: Debate good/bad influencers Make a table of good/bad influencers. Give reasons for choices. Similarities/differences in good/bad influencers</p> <p>Dive deeper, question further Explore the influence that the media has on beliefs and the practice of religion today.</p>	<p>What is Christianity? https://www.bbc.co.uk/programmes/p02mwwwt</p> <p>Jesus recruits disciples and shares stories: https://www.bbc.co.uk/bitesize/clips/zvfgkqt</p> <p>J is for Jesus: https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-j-is-for-jesus/zdgv47h</p> <p>The Prophet Muhammad: https://www.bbc.co.uk/bitesize/clips/zymvpcw</p> <p>Who was Muhammad? https://www.bbc.co.uk/bitesize/clips/zv6sb9q</p> <p>How Islam Began: https://www.truetube.co.uk/film/how-islam-began-ten-minutes</p> <p>The Enlightenment of the Buddha: https://www.truetube.co.uk/film/enlightenment-buddha</p> <p>Who was Guru Nanak? https://www.bbc.co.uk/bitesize/topics/zsipyrd/articles/zr86cqt</p> <p>The Ten Commandments: https://www.bbc.co.uk/bitesize/clips/z687tfr</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Rules</p>  <p>Similarities and differences</p>	<p>5</p> <p><i>Considering the teachings of faith founders, what are the different key beliefs?</i></p>	<p>Overall Objective: To identify the origins and make connections between different faith teachings.</p> <p>Learning Outcome: I can recognise similarities/differences within the key beliefs of many faiths.</p>	<p>Focus Religions: Islam, Christianity, Buddhism Focus World Views: Humanism</p> <p>Stimulus: Link to prior learning 3:2 Founders Of Faith Introduce some faith founders to the children – such as Jesus (Christianity), the Prophet Muhammed (Islam), Siddhartha Gautama (Buddhism) and Guru Nanak (Sikhism).</p> <p>Discuss: What makes a good leader? What makes a good founder? What may have inspired these people to find a religion? What did the faith founders do in their lifetime? What did they teach their followers to believe and do? How does modern religion respond to their teachings?</p> <p>Research: Investigate key beliefs from different religions and other worldviews in some depth. Find out where they come from and their relevance for today in the practice of faith members.</p> <p>Explore the lives, actions and key teachings of the faith founders and explore what the key beliefs of the modern religions are. Explore how faith members of these religions live their lives according to the teachings of their faith founders.</p> <p>Look at some religious rules and values such as the Ten Commandments – how do these guide the life of the community? Which key beliefs do the members of faith behold?</p> <p>Activity: Create a ‘golden key belief’ for each religion. Is there a common ‘golden belief’ for all faiths?</p>	<p>How Islam Began: https://www.truetube.co.uk/film/how-islam-began-ten-minutes</p> <p>The Enlightenment of the Buddha: https://www.truetube.co.uk/film/enlightenment-buddha</p> <p>What is Buddhism? https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv</p> <p>What do Buddhists value most? https://www.reonline.org.uk/resources/what-do-buddhists-value-most/</p> <p>What do Sikhs believe about the nature of God? https://www.reonline.org.uk/resources/what-do-sikhs-believe-about-the-nature-of-god/</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Belonging</p>  <p>Rules</p>  <p>Similarities and differences</p>	<p>6</p> <p><i>What is the same and what is different between religious concepts?</i></p>	<p>Overall Objective: To identify the origins and make connections between different faith teachings.</p> <p>Learning Outcomes: I know the similarities and differences between religious concepts.</p>	<p>Focus Religions: Christianity, Buddhism and Islam Focus World View: Humanism</p>  <p>Recap and revisit:</p> <p>Mind-map what the children can remember about their focus religions – are there any similarities or major differences between them?</p> <p>Explore similarities and differences between religious concepts, such as:</p> <ul style="list-style-type: none"> Prayer Goodness The Fruits of the Spirit for Christians Five Pillars of Islam Service to others The concept of unity in the Baha'i faith The Eightfold Path for Buddhists Tawid and ummah for Muslims The Communion of Saints for Christians The concept of Covenant for Judaism and Christianity Atman and karma for Sanatanis The Khalsa and sangat Think for yourself, act for everyone <p>Activity: List similarities and differences between the religious concepts.</p> <p>Dive deeper, question further Investigate the meaning of dharma for Sanatanis, Sikhs and Buddhists.</p>	<p>This is Christian Aid: https://www.christianaid.org.uk/our-work/about-us</p> <p>Islamic Relief: https://www.islamic-relief.org.uk/about-us/</p> <p>Charity Digital: https://charitydigital.org.uk/topics/topics/10-religious-charities-doing-great-things-with-digital-6320</p> <p>Open Bible – Charity: https://www.openbible.info/topics/charity</p> <p>Bible Reasons: https://biblereasons.com/charity/</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Empathy</p>	<p>7</p> <p><i>How do faith-based charities exemplify faith teachings?</i></p>	<p>Overall Objective: To identify the origins and make connections between different faith teachings.</p> <p>Learning Outcomes: I can say how faith based charities support faith teachings.</p>	<p>Focus Religion: Christianity</p> <p>Question: What is a charity? Can the children name any charities? Why do we have charities? Why may religions get involved in any charities? Can they recall any charity work that was mentioned in the last unit (5.1 Expressions of faith)? Such as during Vaisakhi, Sikhism.</p> <p>Discussion: Discuss how charities may follow the teachings of faiths before looking at some bible verses together – how does charity work follow these teachings? Such as: Luke 21:1-4, Luke 12:33, Matthew 5:42, Matthew 25:35, Isaiah 58:10</p> <p>Class book activity: Make a class scrapbook of cuttings to show caring work motivated by faith. For example: Christian Aid The Salvation Army Action for Children Red Crescent Oxfam CAFOD local food banks chaplains groups</p> <p>Split into 8 groups and have each group focus on the different work groups listed above.</p>	<p>KS2 – Vocation and Commitment: https://www.beinspirational.co.uk/ks2-vocation-and-commitment/</p> <p>Information/pictures on relevant charities</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Written and Oral Expression</p>	<p>8</p> <p><i>What is vocation?</i></p>	<p>Overall Objective: To identify the origins and make connections between different faith teachings.</p> <p>Learning Outcomes: I can consider my own vocation in life.</p>	<p>Focus Religion: I</p> <p><u>What is a vocation?</u> Discuss with the children what the word ‘vocation’ means. Have they heard this word before? If so, where? Explain that a vocation is a calling in life, that often it is a job that people feel driven to /suits them best due to their personality.</p> <p>Stimulus: scenarios Read some different scenarios that describe how people choose a ‘vocation’ that suits them best. (e.g., doctor, teacher, priest, charity worker). Once children have recorded, discuss: Is there only one option for each person’s description? Could their personalities suit multiple vocations?</p> <p>Activity: Children to consider themselves. Try to write their own character descriptions (if they struggle get them to do a friend/family member). Do they think they have a calling to a particular vocation? Why/why not?</p>	<p>KS2 – Vocation and Commitment: https://www.beinspirational.co.uk/ks2-vocation-and-commitment/</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
	 <p data-bbox="362 453 510 564"><i>Written and oral expression</i></p>	<p data-bbox="611 276 640 296">10</p>	<p data-bbox="730 276 943 421">Overall Objective: To identify the origins and make connections between different faith teachings.</p> <p data-bbox="730 496 920 576">Learning Outcomes: I can consider my own vocation in life.</p>	<p data-bbox="958 276 1350 300">Focus Religion: Islam and Christianity</p> <p data-bbox="958 341 1704 437">Recap and revisit: Recap vocation from last week: What is a vocation? Which vocations may someone feel drawn to?</p> <p data-bbox="958 491 1715 635">Questioning: Ask the children key learning question: Do you have to be religious to have a vocation? Ask children which vocations they imagine someone of faith heading towards. Why do they think this?</p> <p data-bbox="958 687 1715 791">Introduce vocations in Christianity and how these usually involve Christians being faithful to Christian teachings, such as marriage, or to be a priest, monk of nun.</p> <p data-bbox="958 842 1697 1023">Activity: Create an advert for a vocation – what tasks does the vocation involved? Which character qualities should the individual have? Then add a religious view on this: Which sacrifices may the person have to make to follow God’s call and take up this vocation?</p>	

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
	 <p data-bbox="362 453 510 564"><i>Written and oral expression</i></p>	<p data-bbox="618 276 633 293">9</p> <p data-bbox="546 323 705 443"><i>Do you have to be religious to have a vocation?</i></p>	<p data-bbox="730 276 936 421">Overall Objective: To identify the origins and make connections between different faith teachings.</p> <p data-bbox="730 496 918 576">Learning Outcomes: I can consider my own vocation in life.</p>	<p data-bbox="958 276 1350 301">Focus Religion: Islam and Christianity</p> <p data-bbox="958 341 1702 437">Recap and revisit: Recap vocation from last week: What is a vocation? Which vocations may someone feel drawn to?</p> <p data-bbox="958 493 1713 632">Questioning: Ask the children key learning question: Do you have to be religious to have a vocation? Ask children which vocations they imagine someone of faith heading towards. Why do they think this?</p> <p data-bbox="958 687 1715 788">Introduce vocations in Christianity and how these usually involve Christians being faithful to Christian teachings, such as marriage, or to be a priest, monk of nun.</p> <p data-bbox="958 844 1695 1019">Activity: Create an advert for a vocation – what tasks does the vocation involved? Which character qualities should the individual have? Then add a religious view on this: Which sacrifices may the person have to make to follow God’s call and take up this vocation?</p>	

Session 10

Unit 5.2

End of Unit Assessment

The children will identify the origins and make connections between different faith teachings and will be able to give a considered response to the challenges of following a faith.

This contributes to the following End of Key Stage statements:

- Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.
- Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.

Three lenses of RE	Objectives	End of Key Stage statements:	Assessment opportunities
	Identify the origins and make connections between different faith teachings.	<ul style="list-style-type: none">• Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.• Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.	A big question
	Give a considered response to the challenges of following a faith.		