

# RE

Class 5

Knowledge

Topic	Vocabulary	Knowledge
<b>Autumn Term 1</b> <b>Unit U2.8 What does it mean to be a Muslim in Britain today?</b>		<p>Make sense of belief:</p> <ul style="list-style-type: none"><li>• I know and can explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).</li><li>• I know some ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet).</li></ul> <p>Understand the impact:</p> <ul style="list-style-type: none"><li>• I know some clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art).</li><li>• I know some evidence and examples to show how Muslims put their beliefs into practice in different ways.</li></ul> <p>Make connections:</p> <ul style="list-style-type: none"><li>• I know some connections between Muslim beliefs studied and Muslim ways of living in Britain/Herefordshire today.</li><li>• I can consider and weigh up the value of concepts such as submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</li><li>• I can reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for my views.</li></ul>
<b>Autumn Term 2</b> <b>Unit U2.3 UC Why do Christians believe that Jesus is the Messiah?</b>		<p>Make sense of belief:</p> <ul style="list-style-type: none"><li>• I know the place of Incarnation and Messiah within the 'big story' of the Bible.</li><li>• I know some Gospel and prophecy texts, using technical terms to name them.</li><li>• I know some connections between biblical texts, Incarnation and Messiah, and can talk about them using theological terms.</li></ul> <p>Understand the impact:</p> <ul style="list-style-type: none"><li>• I know how Christians put their beliefs about Jesus' Incarnation into practice in different ways when celebrating Christmas.</li><li>• I know how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li></ul>

		<p>Make connections:</p> <ul style="list-style-type: none"> <li>• I can weigh up how far the idea of Jesus as the ‘Messiah’ — a Saviour from God — is important in the world today.</li> <li>• I can comment on the idea that if Jesus being the Messiah is true, what difference that might make in people’s lives.</li> <li>• I can give good reasons for my answers when considering the questions raised in this unit.</li> </ul>
<p><b>Spring Term 1</b>  <b>Unit U2.2 UC Creation and Science Conflict or Complementary?</b></p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• I know what type of text some Christians say Genesis 1 is, and its purpose.</li> <li>• Taking account of the context, I can suggest what Genesis 1 might mean.</li> <li>• I can compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• I know the clear connections between Genesis 1 and Christian belief about God as Creator.</li> <li>• I know why many Christians find science and faith go together.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• I know key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses.</li> <li>• I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary with a scientific account, giving good reasons for my views.</li> </ul>
<p><b>Spring Term 2</b>  <b>Unit U2.9 Why is the Torah important for Jewish people?</b></p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• I know and can explain Jewish beliefs about God.</li> <li>• I know some examples of texts that say what God is like and explain how Jewish people interpret them.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• I know and can make clear connections between Jewish beliefs about the Torah and how they use and treat it.</li> <li>• I know some clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).</li> <li>• I know some evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice).</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</li> <li>• I can consider and weigh up the value of ideas such as tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.</li> </ul>

<p><b>Summer Term 1</b>  <b>Unit U2.4 UC How do Christians decide how to live?</b></p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• I know features of Gospel texts (for example, teachings, parable, narrative).</li> <li>• I know and take account of the context of the Gospels, suggest meanings for the Gospels studied, and compare my own ideas with ways in which Christians interpret biblical texts.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• I know and make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• I can make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including in my own life.</li> <li>• I can articulate my own responses to the issues studied, recognising different points of view.</li> </ul>
<p><b>Summer Term 2</b>  <b>Unit U2.10 What matters most to Humanists and Christians?</b></p> <p>Or</p> <p><b>Unit U2.11 Why do some people believe in God and some people not?</b></p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• I know and can explain beliefs about why people are good and bad (e.g. from a Christian and Humanist worldview).</li> <li>• I know links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God').</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• I know and make clear connections between Christian and Humanist ideas about being good and how people live.</li> <li>• I know reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• I can raise important questions and suggest answers about how and why people should be good.</li> <li>• I can make connections between the values studied and my own life, and their importance in the world today, giving good reasons for my views.</li> </ul> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• I know and can define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.</li> <li>• I know and can explain what religious and non-religious people believe about God, saying where they get their ideas from.</li> <li>• I know some examples of reasons why people do or do not believe in God.</li> </ul> <p>Understand the impact:</p>

		<ul style="list-style-type: none"> <li>• I know some clear connections between what people believe about God and the impact of this belief on how they live.</li> <li>• I know and can give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• I can reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.</li> <li>• I can consider and weigh up different views on theism, agnosticism and atheism, expressing insights of my own about why people believe in God or not.</li> <li>• I can make connections between belief and behaviour in my own life, in the light of my learning.</li> </ul>
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**Skills**

UKS2	<ul style="list-style-type: none"> <li>• Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.</li> <li>• Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</li> <li>• Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between what people believe and how they live, individually and in communities.</li> <li>• Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</li> <li>• Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>• Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing.</li> </ul>
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