

**Believing**

**Why do some people believe God exists?**

Year 5 – RE – Autumn 1

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| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I outline clearly a Christian understanding of what God is like, using examples and evidence? |  |  |
| Can I live examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging?  |  |  |
| Can I express thoughtful ideas about the impact of believing or not believing in God on someone’s life? |  |  |
| Can I present different views on why people believe in God or not, including their own ideas? |  |  |



**Believing**

**What would Jesus do today?**

Year 5 – RE – Autumn 2

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| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I outline Jesus’ teaching on how his followers should live? |  |  |
| Can I offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live? |  |  |
| Can I explain the impact Jesus’ example and teachings might have on Christians today? |  |  |
| Can I express their own understanding of what Jesus would do in relation to a moral dilemma from the world today? |  |  |



**Expressing**

**Is it better to express your religion in arts and architecture or in charity and generosity?**

Year 1 – RE – Autumn

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| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I describe and make connections between examples of religious creativity (buildings and art)? |  |  |
| Can I show understanding of the value of sacred buildings and art? |  |  |
| Can I suggest reasons why some believers see generosity and charity as more important than buildings and art? |  |  |
| Can I apply ideas about values from scriptures to the title question? |  |  |

Year 5- RE- Spring 1



**Living**

**What does it mean to be a Muslim?**

Year 5 – RE – Spring 2

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| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad? |  |  |
| Can I describe and reflect on the significance of the Holy Qur’an to Muslims?  |  |  |
| Can I describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils? |  |  |
| Can I make connections between the key functions of the mosque and the beliefs of Muslims? |  |  |



**Expressing**

**What is the best way to reduce racism?**

Year 1 – RE – Autumn

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| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I describe examples of connections between anti-racism and religion? |  |  |
| Can I understand the challenges racism presents to human communities and consider different religious responses? |  |  |
| Can I discuss their own and others’ ideas about reducing racism and prejudice, informed by rich knowledge of case studies? |  |  |

Year 5- RE- Summer