



Religious Education
Year 5



Cornwall Syllabus (NATRE Unit)	U2.1 (Unit 31)	U2.8 (Unit 32)	U2.9 (Unit 33)	U2.2 (Unit 34)	U2.11 (Not in NATRE)	U2.10 (Unit 36)
Cornwall Agreed Syllabus: End of Phase UKS2 Outcomes	Making Sense of Beliefs: - Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts - Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority Understanding the Impact: - Make clear connections between what people believe and how they live, individually and in communities - 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 Making Connections: - Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) - Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently - Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make					
Title of Unit (Enquiry Question)	What does it mean if Christians believe God is holy and loving? 	What does it mean to be a Muslim in Britain today? 	Why is the Torah so important for Jewish people? 	Creation and science; conflicting or complementary? 	What does it mean to be a Humanist in Britain today? 	What matters most to Humanists and Christians? 

Unit Link	LP-Y5-U31-What-does-it-mean-if-Christians-believe-God-is-holy-and-loving.pdf	LP-Y5-U32-What-does-it-mean-to-be-a-Muslim-in-Britain-today.pdf	LP-Y5-U33-Why-is-the-Torah-so-important-for-Jewish-people.pdf	LP-Y5-U34-Creation-and-science-conflicting-or-complementary.pdf	Not in NATRE	LP-Y5-U36-What-matters-most-to-Humanists-and-Christians.pdf
Religion and worldview	Christianity 	Islam 	Judaism 	Christianity 	Non-religious and Humanism 	Christianity 
Ways of Knowing	 EXAMINING TEXT  EXPRESSING IDEAS  CONSTRUCTING ARGUMENTS  COMING TO CONCLUSIONS  REFLECTING ON YOUR OWN POSITION	 LOOKING AT DATA  EXPLORING CASE STUDIES  LOOKING AT INTERVIEWS  EXAMINING TEXT  OBSERVATION	 LOOKING AT DATA  EXAMINING TEXT  LOOKING AT INTERVIEWS  OBSERVATION	 EXAMINING TEXT  CONSTRUCTING ARGUMENTS  ASK QUESTIONS  EXPLORING CASE STUDIES  REFLECTING ON YOUR OWN POSITION  COMING TO CONCLUSIONS	 LOOKING AT DATA  OBSERVATION  CONSTRUCTING ARGUMENTS  LOOKING AT INTERVIEWS  EVALUATING ARGUMENTS  COMING TO CONCLUSIONS  EXAMINING TEXT	 CONSTRUCTING ARGUMENTS  ASK QUESTIONS  EVALUATING ARGUMENTS  ETHICAL THINKING  COMING TO CONCLUSIONS  REFLECTING ON YOUR OWN POSITION
Lesson Enquiry Question	Lesson 1 - What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God? Lesson 2 - What does the Bible say God is like? Lesson 3 - How can ideas of God be expressed in art?	Lesson 1 - How many Muslims and how many mosques are there in Britain? Lesson 2 - How might the five pillars affect the lives of Muslims in Britain today? Lesson 3 - Why is Zakah/charity important to Muslims?	Lesson 1 - What do Jewish people look like, and where do we find Jewish people in the UK? Lesson 2 - What is the Torah? What is a Sefer Torah? Lesson 3 - Why are there different types of synagogue in the UK?	Lesson 1 - What can we find out about the creation story in Genesis 1? Lesson 2 - What might many Christians see as important in Genesis 1? Lesson 3 - What relationships do scientists have with religious worldviews?	Lesson 1 - What does the 2021 census data tell us about British beliefs about religion? Lesson 2 - Humanists believe humans have 'natural origins' - what does this mean? Lesson 3 - Why do Humanists reject the existence of God?	Lesson 1 - What matters most to Humanists and Christians? Lesson 2 - Who is Humanist? What codes for living do non-religious people use? Lesson 3 - Who is Humanist? What codes for living do

	Lesson 4 - How do some Christians respond to a holy and loving God? Lesson 5 - How do churches and cathedrals reflect Christian ideas about God? Lesson 6 - What does it mean if Christians believe God is holy and loving?	How is charity important to you? Lesson 4 - Why do Muslims go on a pilgrimage? Lesson 5 - Why do Muslims go on a Pilgrimage? Lesson 6 - What does it mean to be a Muslim in Britain today?	Lesson 4 - How does the Torah influence what Jewish people might eat? Lesson 5 - How are Jewish people adapting festivals in the UK? Lesson 6 - Why is the Torah important to Jewish people?	Lesson 4 - How and why do some Christians see both science and religion as important? Lesson 5 - What are some different Christian views about the relationship between science and religion? Lesson 6 - Science and religion: conflicting or complementary?	Lesson 4 – If Humanists believe we only have one life, how do they believe we should spend it? non-religious people use? Lesson 4 - What value matters most to Christians? How does it show? Lesson 5 - How do Humanists and Christians know how to act? What do they base their decisions on? Lesson 6 - What matters most to Humanists and to Christians?	
Knowledge	Lesson 1 - I know words used by Christians to connect to their idea of God Lesson 2 - I know what the Bible says God is like Lesson 3 - I know how ideas of God can be expressed in art. Lesson 4 - I know how Christians respond to a holy and loving God. Lesson 5 - I know how churches and cathedrals reflect	Lesson 1 - I know how many Muslims and mosques there are there in Britain. Lesson 2 - I know how the five pillars might affect the lives of Muslims in Britain today. Lesson 3 - I know why Zakah/charity is important to Muslims and can compare this to my own beliefs. Lesson 4 - I know why Muslims go on a pilgrimage.	Lesson 1 – I know what do Jewish people look like, and where we find Jewish people in the UK. Lesson 2 – I know what the Torah is. I know what a Sefer Torah is Lesson 3 - I know that there are different types of synagogue in the UK. Lesson 4 - I know how the Torah influences what Jewish people might eat.	Lesson 1 – I know what we can find out about the creation story in Genesis 1. Lesson 2 - I know what many Christians see as important in Genesis 1. Lesson 3 - I know the relationship scientists have with religious worldviews. Lesson 4 - I know some Christians see both science and religion as important. Lesson 5 - I know some different	Lesson 1 – I know what the 2021 census data tells us about British beliefs about religion. Lesson 2 – I know that Humanists believe humans have 'natural origins' and what this means. Lesson 3 – I know why Humanists reject the existence of God. Lesson 4 – I know that Humanists believe we only have one life and how they feel we should spend it.	Lesson 1 - I know matters most to Humanists and Christians. Lesson 2 – I know who is Humanist. I know which codes for living non-religious people use. Lesson 3 – I know who is Humanist. I know which codes for living non-religious people use. Lesson 4 – I know what values matters most to Christians and how they are shown.

	Christian ideas about God. Lesson 6 - I know what it means when Christians believe God is holy and loving.	Lesson 5 - I know why Muslims go on a Pilgrimage. Lesson 6 – I know what it means to be a Muslim in Britain today.	Lesson 5 – I know how Jewish people are adapting festivals in the UK. Lesson 6 – I know why the Torah is important to Jewish people.	Christian views about the relationship between science and religion. Lesson 6 – I know Science and religion can be seen as conflicting or complementary.		Lesson 5 - I know how Humanists and Christians know how to act and what they base their decisions on. Lesson 6 – I know what matters most to Humanists and to Christians.
Skills	Lesson 1 - Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. Lesson 2 - Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority. Lesson 3 - Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures). Lesson 4 - Describe examples of ways in which people use texts / sources of authority to make	Lesson 1 - Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. Lesson 2 - Make clear connections between what people believe and how they live, individually and in communities. Lesson 3 - Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists). Lesson 4 - Using evidence and examples, show how	Lesson 1 - Make clear connections between what people believe and how they live, individually and in communities. Lesson 2 - Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. Lesson 3 - Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures). Lesson 4 - Make clear connections between what	Lesson 1 - Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority. Lesson 2 - Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists). Lesson 3 - Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently.	Lesson 1 - Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. Lesson 2 - Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. Lesson 3 - Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. Lesson 4 - Identify and explain the core beliefs and concepts studied, using examples from	Lesson 1 - Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists). Lesson 2 - Make clear connections between what people believe and how they live, individually and in communities. Lesson 3 - Make clear connections between what people believe and how they live, individually and in communities. Lesson 4 - Using evidence and examples, show how and why people put

	sense of the core beliefs and concepts. Lesson 5 - Make clear connections between what people believe and how they live, individually and in communities. Lesson 6 - Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently.	and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures). Lesson 5 - Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures). Lesson 6 - Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).	people believe and how they live, individually and in communities. Lesson 5 - Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures). Lesson 6 - Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently.	Lesson 4 - Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently. Lesson 5 - Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently. Lesson 6 - Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	sources of authority in religions.	their beliefs into action in different ways (e.g. in different communities, denominations or cultures). Lesson 5 - Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures). Lesson 6 - Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).
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Vocabulary	Holy Omnipresent Omniscient Believer Eternal Loving Omnipotent Isaiah Testament	Muslim Ibadah Submission Ramadan Shahadah Salah Sawm Zakah Hajj Pilgrimage	Torah Sefer Torah Orthodox Secular Pesach Synagogue Kosher Progressive Kashrut	Genesis Big Bang Theory Complementary Creation Literal Creator Conflicting Interpretation Theory	Humanist Humanism Belief Moral Golden Rule Worldview Values Authority	Humanist Humanism Belief Moral Golden Rule Christian Worldview Values Authority
Career Links	Writer (Gospel) 	Missionary / Community Outreach Worker (Pentecost - Kingdom of God) 	Jewish Priest / Community Leader (Jewish beliefs) 	Human Rights Lawyer (Good Friday - Salvation/Justice) 	Anthropologist 	Celebrant (Life events) 
Assessment	Why are some churches and cathedrals built in the shape of a cross? What do Psalm 103, Isaiah 6 verses 1 to 5 and 1 John 4 verses 7 to 13 say God is like? What words might a Christian use to describe God? Name three ways in which a Christian might worship God. How might singing a song about God being holy and loving help a Christian to praise him?	What are the five pillars of Islam and what do they mean for Muslims? What are the features of a purpose built mosque? Tawaf is an important part of the Hajj, explain what it is. How does the Zam Zam well show Allah will provide?	What is the Torah? What is the Sefer Torah? How is the Sefer Torah treated and why is it important? In what ways have some Jews begun to change the Seder meal and why? Why is the Torah so important to Jewish people? Try and use all of the key words we have looked at when learning about Judaism.	What are the key events in Genesis 1 and for a Christian, what might some of its main messages be? Do all scientists have the same ideas about God and religion? Give some examples. What are some different views held by Christians about the relationship between religion and science? What can you say about Jennifer Wiseman's views on religion and science?	End of Unit Assessment: What does the 2021 census tell us about British beliefs about religion? _____ _____ _____ Humanists believe humans have 'freedom' and 'original'. Draw two images and write a key word under each to show what you think this means.   _____ _____ What do Humanists think about God? _____ _____ _____ What do Humanists believe about life?   Reason One Life	What are four things many humanists consider as they try to live a good life? What is the Golden rule? Who is it important to? How might the golden rule affect how people live? What helps many Christians decide how to live? What is similar and what is different about what matters to many Humanists and what matters to many Christians?

				Some people might see science and religion as conflicting because... Some people might see science and religion as complementary because...		
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