

Year 5	Autumn	Spring	Summer
Theme	<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">U2.1 Who is Jesus? Religions: Christianity</p> <p style="text-align: center;">Autumn 2</p> <p>U2.2 Why might ancient stories still be important for religion and worldviews today? Religions: Christian, Jewish, Hindu, Islam</p>	<p style="text-align: center;">Spring</p> <p>U2.3 Do religions change or stay the same? Religions: Christianity, Sikhi, Islam, Buddhism, Humanist</p>	<p style="text-align: center;">Summer</p> <p>U2.4 What might it mean to live well? Religions: Christian, Hindu, Jewish, Personal, Humanist, Muslim, Personal, Non-religious, Pagan</p>
Prior Knowledge	<p>Autumn 1</p> <p>Unit K1.4 where pupils will have considered who Jesus is for those with Christian worldviews and explored the key concepts of incarnation and salvation in relation to him. Also, stories about Jesus in the Gospels in unit K1.2.</p> <p>Autumn 2</p> <p>Unit F2 Sacred stories from the Old and New Testaments, the Torah, the Qur’an and the story of Rama & Sita from the epic poem, the Ramayana.</p> <p>Unit K1.2 The Bible as guidance for life for those with Christian worldviews.</p>	<p style="text-align: center;">Spring</p> <p>Unit K1.1 Choices people make in terms of food, clothing, action and how these differ & change.</p> <p>Unit K1.2 Mool Mantra, Life of the Buddha, Humanist sources: reason, science & compassion.</p> <p>Unit L2.6 Concept of ‘simran’, the Mool Mantra & centrality of gurdwara in Sikh worldviews; ways of belonging & important sources of guidance in Humanist worldviews.</p>	<p style="text-align: center;">Summer</p> <p>Unit F3 Guidance drawn from stories of Jesus and Mohammad (PBUH).</p> <p>Unit K1.1 The concept of ‘sewa’ in Sikh worldviews and ‘ahisma’ as a guiding principle for making choices in Hindu worldviews.</p> <p>Unit K1.4 Who is Jesus? (1) & the concept of WWJD for those with Christian worldviews.</p> <p>Unit L2.3 Ideas about peace, forgiveness and reconciliation from a range of worldviews.</p>

<h2 style="margin: 0;">Sequence of lessons</h2>	<p><u>Autumn 1</u></p> <p><u>Lesson 1</u> <u>Why does Jesus ask the question ‘Who do you say I am?’ in the Gospels?</u> (COMPLETE WV CHECKPONT) Pupils will recap the concept of the Trinity and think about why this question was asked.</p> <p><u>Lesson 2</u> <u>Who do those with Christian worldviews say Jesus is?</u> Pupils design a survey.</p> <p><u>Lesson 3</u> <u>Is Jesus important to everyone?</u> (COMPLETE WV CHECKPONT) Look at how Jesus is mentioned in other holy texts.</p> <p><u>Lesson 4</u> <u>Why didn’t everyone like Jesus?</u> Exploring the Pharisees and how these influential Jews wasn’t the kind of Messiah they were looking for.</p> <p><u>Lesson 5</u> <u>How would Jesus describe himself today?</u> (COMPLETE WV CHECKPONT) Discuss the sort of people Jesus spent his time with and how he worked to reconcile the people he spoke to.</p> <p><u>Autumn 2</u></p> <p><u>Lesson 1</u></p>	<p><u>Spring 1</u></p> <p><u>Lesson 1</u> <u>How has the religious landscape changed within the UK?</u> (COMPLETE WV CHECKPONT) Pupils will make a comparison of national census data from 2011-2021.</p> <p><u>Lesson 2</u> <u>How have Sikhi teachings on equality changed over time?</u> Using the SACRE resources, explore examples of the equality teachings developed over time by the Gurus.</p> <p><u>Lesson 3</u> <u>How is the Sikhi worldview demonstrated in the local community?</u> Explore the work of Langar Aid locally.</p> <p><u>Lesson 4</u> <u>How has Islamic dress changed over time?</u> Explore some perspectives on Islamic dress shared by women with Islamic worldviews.</p> <p><u>Lesson 5 (Layover unit)</u> <u>What is so important about the Qur’an?</u> (COMPLETE WV CHECKPONT) Pupils consider what people with Muslim worldviews might be doing differently even when trying to follow the Qur’an.</p> <p><u>Spring 2</u></p> <p><u>Lesson 1 (Layover unit)</u> <u>What is the significance of Buddha and his life in Buddhist traditions?</u></p>	<p><u>Summer 1</u></p> <p><u>Lesson 1</u> <u>What does it mean for a worldview to be embodied?</u> (COMPLETE WV CHECKPONT) Explore the concept of embodiment and how rituals are used in worldviews.</p> <p><u>Lesson 2</u> <u>What might it mean to ‘live well’?</u> <u>How does following the ‘Golden Rule’ mean you ‘live well’?</u></p> <p><u>Lesson 3</u> <u>What might it mean to live well if you are following Sanatan Dharma?</u> Explore some of the key terms used when describing the path of Dharma. Identify practical examples of natural duties.</p> <p><u>Lesson 4</u> <u>What might it mean to live well if you have a Sikh worldview?</u> Explore the concept of Gurus and compare these roles. Explore the key principles of Naam.</p> <p><u>Lesson 5</u> <u>How might the Middle Way help Buddhists to live well?</u> (COMPLETE WV CHECKPONT) Recap the four noble truths. Explore the Noble Eightfold Path.</p> <p><u>Summer 2</u></p> <p><u>Lesson 1</u></p>
---	---	--	---




	<p><u>Do we all get the same meaning from text?</u> (COMPLETE WV CHECKPONT) Pupils will consider what a story from their own worldview might be.</p> <p>Lesson 2 <u>Why are we still reading ancient texts now?</u> Pupils will consider why ancient stories might still be useful for people to read now.</p> <p>Lesson 3 & 4 <u>What do ancient stories tell us about why and how the Earth came to be?</u> (COMPLETE WV CHECKPONT) This will take two lessons. Pupils will look at the crossover of stories between religions. They look at how the stories are interpreted within religions.</p> <p>Lesson 5 <u>Can the same story be told differently?</u> Pupils will look at the same story from both a Christian and Muslim viewpoint.</p> <p>Lesson 6 <u>Are ancient stories important for those with non-religious worldviews?</u> (COMPLETE WV CHECKPONT) Pupils think about the stories they have encountered during the unit. They will consider if the stories hold any meaning in their own worldview. Why/why not?</p>	<p><u>Recap the story of Prince Siddhartha seeing the four sights. Explore the period of time he spent under the Bohdi tree.</u></p> <p>Lesson 2 <u>What has helped spread Buddhism as a worldview?</u> Explore the questions: When and where did Buddhism begin? What could have influenced this at the time?</p> <p>Lesson 3 <u>What is a Humanist worldview and how has this developed over time?</u> <u>What is a Humanist? What is Humanism? Is Humanism a new thing? How old is it?</u></p> <p>Lesson 4 <u>How have key events in history influenced Christianity today?</u> Explore how events in history and developments in science have influenced the way Christianity has changed, adapted, and been expressed over centuries.</p> <p>Lesson 5 <u>How diverse is Christianity?</u> (COMPLETE WV CHECKPONT) Pupils explore if Christianity looks the same all over the world.</p>	<p><u>How are the Hadith and Sunnah of Prophet Muhammad inspiring for living for those with Muslim worldviews?</u> Recap Prophet Muhammad and his role in Muslim beliefs. Introduce concept of Hadith. Make links to concept of Sunnah.</p> <p>Lesson 2 <u>Why is prayer so important in religious worldviews?</u> Discuss what it means to pray and who might do it.</p> <p>Lesson 3 <u>Do non-religious people ever pray?</u> Discussion of the question: Is prayer important for everyone. Use of the ABC method for discussion.</p> <p>Lesson 4 <u>What are the sources of morality for those with Humanist worldviews?</u> (COMPLETE WV CHECKPONT) Pupils explore how they might respond in different situations and trying to be consistent in their approach.</p>
--	---	---	--

Key Vocab	<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> • Jesus Christ • Messiah • Prophet • Fulfilment • Succession <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> • Hermeneutics • Mesh • Revelation • Bible • Bhagavad Gita • Literal • Abrahamic • Sacred • Gunas • Shruti • Interpretation • Tradition • Midrash • Qur'an • Myth • Symbolic • Deluge • Surah • Moksha • Smriti 	<p><u>Spring</u></p> <ul style="list-style-type: none"> • Census • Gurdwara • Langar • Oneness of humanity • Diversity • Renaissance • Reformation • Enlightenment • Agnostic • Atheist • Theist • Ethics • Values 	<p><u>Summer</u></p> <ul style="list-style-type: none"> • Embodied religion • Dharma • Karma • Puja • Guru Granth Sahib • Prayer • Sunnah • Ritual • Artha • Moksha • Guru Nanak • Hadith • Ethics • Morality

Challenge	<p><u>Autumn 1</u></p> <p><u>Lesson 1</u> Pupils will write a simple exegesis</p> <p><u>Lesson 2</u> Pupils will be able to interpret and analyse the data that we extract from the survey.</p> <p><u>Lesson 3</u> Pupils will make links between religions and pick out similarities or differences.</p> <p><u>Lesson 4</u> Explore the significance of these stories for Christians today, two thousand years after the Gospel writers have written them.</p> <p><u>Lesson 5</u> Was Jesus a rebel? Share some Gospel quotes of what Jesus said and discuss these with pupils - what was he calling out the people of that time on? What or who was he accepting and what or who was he rejecting? Now look at some statements about Jesus based on these ideas and encourage pupils to think about whether they agree or not and to what extent. Place them on a spectrum from agree to disagree and encourage pupils to explain their thinking.</p> <p><u>Autumn 2</u></p> <p><u>Lesson 1</u></p>	<p><u>Spring 1</u></p> <p><u>Lesson 1</u> Pupils will be able to comment on trends, for example the rise or fall in number of particular religious groups.</p> <p><u>Lesson 2</u> Pupils will explore the concept in communities today, looking at how younger generations of Sikhs are regarding things like langar in different ways, taking it out further into the community.</p> <p><u>Lesson 3</u> Include the teachings of the Gurus and the concept of II Onkar.</p> <p><u>Lesson 4</u> Pupils will consider if exploring this question has challenged their thinking around what Muslims in the UK look like and what they wear.</p> <p><u>Lesson 5</u> Pupils will be able to link stories across religions and worldviews. They will use these texts to explain the further importance on holy texts such as the Qur'an.</p> <p><u>Spring 2</u></p> <p><u>Lesson 1</u> Consider how the Buddha's story influences people today. Look at Buddha rupas and study the different mudras.</p> <p><u>Lesson 2</u></p>	<p><u>Summer 1</u></p> <p><u>Lesson 1</u> Pupils can reflect on their own daily lives – what do they do to promote wellbeing within themselves or see other people doing almost ritualistically?</p> <p><u>Lesson 2</u> Reflect and respond to a range of 'Is it better to...?' questions.</p> <p><u>Lesson 3</u> Further investigate 'How does the Dharma as each stage of life help Hindus to be good?'</p> <p><u>Lesson 4</u> Continue to explore Guru Nanak's traditions of Kartarpur and three forms of Sewa.</p> <p><u>Lesson 5</u> Create a pyramid 8 for the eightfold path from the easiest to follow to the hardest to follow. Explain why you have put them in that order.</p> <p><u>Summer 2</u></p> <p><u>Lesson 1</u> Analyse together what makes the Hadith and Sunnah so inspiring to many people with Muslim worldviews in how they live out their life but also how they might also be inspiring to others with different worldviews.</p> <p><u>Lesson 2</u> Pupils will be able to articulate the similarities and differences between prayer in religions.</p> <p><u>Lesson 3</u></p>

	<p>Pupils will explore and consider their ‘mesh’ as part of the unit.</p> <p><u>Lesson 2</u> Pupils will be able to make links between ancient and modern stories, giving detailed explanations why some are still relevant today.</p> <p><u>Lessons 3 & 4</u> Pupils will make further links between religions, building on prior learning and voicing worldviews within discussions. They will be able to evidence their thinking using analysis from the stories studied.</p> <p><u>Lesson 5</u> Pose the question: I wonder... is there anything that bothers you about the Noah and the Flood story? Pupils may share any concerns or queries they may have regarding the narrative.</p> <p><u>Lesson 6</u> Pupils will deepen their thinking by discussing why stories being open to interpretation is so important.</p>	<p>Question for discussion: Why are the teachings of Buddha still so popular today?</p> <p><u>Lesson 3</u> If you could set up a ‘circle’ of friends with a similar worldview to you, where would you meet and what would you discuss?</p> <p><u>Lesson 4</u> Pupils may explore two theologies from the time of the Enlightenment.</p> <p><u>Lesson 5</u> Analyse a case study of how global expressions of Christianity can be seen locally. Consider what they think will change with the 2031 census.</p>	<p>Pupils will be able to articulate what the results of the survey tell them about prayer and different worldviews.</p> <p><u>Lesson 4</u> Pupils will be able to answer from different perspectives.</p>
<p>Suggested outcomes</p>	<p><u>Autumn 1</u></p> <p><u>Lesson 1</u> Pupils look at how the question was answered in the Gospels. Class based discussion about the three texts – what is the same in each and what is different?</p> <p><u>Lesson 2</u></p>	<p><u>Spring 1</u></p> <p><u>Lesson 1</u> Create simple tables to show the data for the UK and the locality.</p> <p><u>Lesson 2</u> Pupils explore how the teaching of equality have remained consistent throughout history. Over time, the teachings of equality</p>	<p><u>Summer 1</u></p> <p><u>Lesson 1</u> Explore through discussion why ritual might be important as part of embodied religion – what stories or religious texts encourage this to happen?</p> <p><u>Lesson 2</u></p>

	<p>After giving the background of Jesus as a view from the Bible, pupils will create a class survey, that can be shared with the local Christian community.</p> <p><u>Lesson 3</u> Pupils will understand the role of Jesus in other religious and non-religious worldviews.</p> <p><u>Lesson 4</u> Compare the story of Palm Sunday from a World View of a Christian and a Jew. This could be in a comparison table, a Venn diagram, comparative “roles on the wall”.</p> <p><u>Lesson 5</u> Create a poem, in which each line starting “Jesus would....” Create a piece of art depicting how Jesus might relate to people in the modern day.</p> <p><u>Autumn 2</u></p> <p><u>Lesson 1</u> Pupils will consider their own story to represent their Individual worldview. This could be one from a religious tradition or one important to them and their families.</p> <p><u>Lesson 2</u> Pupils will consider the responses of a historian, anthropologist, philosopher and psychologist. Make notes on the reasons each professional gives.</p>	<p>have been reinforced and expanded on by successive gurus.</p> <p><u>Lesson 3</u> Write an informational leaflet describing the work of the langer and how it demonstrates a Sikh worldview.</p> <p><u>Lesson 4</u> Pupils will consider why they think Islamic fashions/clothing may have changed over time.</p> <p><u>Lesson 5</u> Pupils will explore the Qur’an and its importance for those who follow Islam. Pupils explore the diversity of expression even if the same sacred stories and texts are the root of common practices and rituals.</p> <p><u>Spring 2</u></p> <p><u>Lesson 1</u> Create a timeline on the life of Buddha using knowledge gained. Focus on his time under the Bodhi tree and the meditation that took place.</p> <p><u>Lesson 2</u> Use SACRE resource to see how Buddhism spread out from India and how teachings have entwined with other cultures.</p> <p><u>Lesson 3</u> Research the ‘Rosehill Circle’.</p> <p><u>Lesson 4</u></p>	<p>Use SACRE resources to explore different religions and how they use their teachings to ‘live well’.</p> <p><u>Lesson 3</u> Explore the key terms used when describing the path of Dharma. Create the path of Dharma (use drama) Identify practical examples of ‘natural duties’.</p> <p><u>Lesson 4</u> Explore the Gurus role and purpose in the lives of many with Sikh worldviews. Compare the roles and discuss how the show you how to live well.</p> <p><u>Lesson 5</u> Linking back to the Four Noble Truths, continue to learn about the Noble Eightfold Path. Pupils write on a post it note a benefit of following the eightfold path and a challenge and the answer to the I wonder question.</p> <p><u>Summer 2</u></p> <p><u>Lesson 1</u> Share examples of the Prophet’s words and actions and ask the pupils to identify what guidance this might provide for people with Muslim worldviews.</p> <p><u>Lesson 2</u> Compare the use of prayer in a variety of religious worldviews: Christian, Jewish, Muslim, Buddhist.</p> <p><u>Lesson 3</u> Pupils design a survey of worldviews in their class, school or home that might identify</p>
--	---	---	--

	<p><u>Lessons 3 & 4</u> Use the SACRE resource showing how different Christians have interpreted the creation story. Decide whether each person holds a literal/symbolic/metaphorical interpretation of the flood story. Use SACRE resource to explore ‘Nuh and the flood story’ in Islam and consider how this may be interpreted by Muslims.</p> <p><u>Lesson 5</u> Look at the story of Noah and the Flood (Nuh in Islam) and the meaning behind the text in the two religions. Compare and contrast, finding the similarities and differences.</p> <p><u>Lesson 6</u> Pupils will consider statements from the stories they have explored during the unit. They will rank statements according to their personal worldview.</p>	<p>SACRE resource to show a timeline of three important periods in history that greatly impacted on Christianity.</p> <p><u>Lesson 5</u> Pupils will create a poster to show the world as 100 Christians (SACRE)</p>	<p>individual worldviews and how people might practice prayer in their lives as a result of their worldview.</p> <p><u>Lesson 4</u> Explore Humanist ethics and ways in which those with Humanist worldviews might get their guidance for doing what is right.</p>
<p>Additional Experiences</p>	<p><u>Autumn 1</u> Harvest Festival</p> <p><u>Autumn 2</u> Christmas Service</p>  	<p><u>Spring 1</u> Visit to a place of worship</p> <p><u>Spring 2</u> Easter Service</p> 	<p><u>Summer 1</u> Nicholas Chamberlaine Day (‘Bun Day’)</p> <p><u>Summer 2</u> End of year service</p>

