

RE Medium Term Plan

Year 5 RE Medium Term Plan						
SACRE Barnsley Agreed Syllabus	AT1: Identify similarities and differences in views about God between Christianity and another world religion. Show that I understand how a Christian story (eg the Parable of the Good Samaritan) can have an impact on Christians today. Show that I understand why a pilgrimage is different from a holiday and describe what pilgrims hope for on their way to a religious site (eg Makkah/Iona). Describe and link up Christian beliefs with Christian behaviour eg belief in God as a creator linked to 'green' practice. Describe how two contemporary religious leaders have inspired their followers to make a difference in their community.			AT2: Identify a religious view on peace and conflict. Identify inspirational Christians and explain why and how they were inspired to work for equality eg Mother Teresa/Martin L King Jr Describe my vision of an inspiring community. Create a statement of my own beliefs about God and human values referring to ideas from another religion I have studied. Express how art forms suggest religious views		
Question	Christianity and Way of the Buddha Q1 - Why are these words special? Sacred Books	Christianity and Way of the Buddha Q2- Why are some places special? Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages	Christianity and Way of the Buddha Q3- How can faith contribute to Community Cohesion? Beliefs, ethics, family traditions and faith in the community	Christianity and Way of the Buddha Q4 - Why are some times special? Festivals and families	Christianity and Way of the Buddha Q5 - What can be learned from the lives of significant people of faith? Role models	Christianity and Way of the Buddha Q6 - How do I and others feel about life and the universe around us? Ultimate questions
Overview	In this question pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas In Year 5 pupils can identify where the sacred words originated from and show an understanding of how that influences lives dependant on their religious beliefs.	In this question pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship. Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of 'life as a journey' In Year 5 pupils describe what inspires and influences worship and celebrations. Compare and contrast how different religions worship and	In this question pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives In Year 5 pupils will make links to different denominations expressing themselves in different ways to support the community and that some people give part or all of	In this question pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied In Year 5 pupils demonstrate an awareness of important religious festivals and explain the significance of the traditions behind them.	In this question pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves In Year 5 pupils understand the teachings of key religious leaders and can talk about the significance of these teaching on today's life.	In this question pupils can identify some questions about God and religious beliefs that may be difficult to answer and debate answers from different religious viewpoints and personal views In Year 5 pupils will identify some questions that arise linked to suffering and suggest answers

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			recognise the significance of symbols and sacred sites.		their life to be part of a religious order.							
Outcomes	<p>1.Pupil can name the sacred books for different religions</p> <p>2.Pupils know the importance of sacred texts to any religion</p> <p>3.Pupils know and can talk about where the sacred words originated from</p> <p>4.Pupils understand how the teachings of a religion affected the believers actions</p> <p>5.Pupils can justify their reasoning</p> <p>6.Pupils can use the correct religious terminology when talking about what they have learnt</p>	<p>1.Pupils can describe the impact special places have on religious people</p> <p>2.Pupils can make links between a place's history and feelings about the place today.</p> <p>3.Pupils can talk about what inspires and influences people to go on pilgrimages</p> <p>4.Pupils can justify their reasoning</p> <p>5.Pupils can use the correct religious terminology when talking about what they have learnt .</p>	<p>1.Pupils can describe how people work together for a better world</p> <p>2.Pupils know that Britain is a society of many religions</p> <p>3.Pupils show an appreciation of what it's like to live a disciplined life</p> <p>4.Pupils can justify their reasoning</p> <p>5.Pupils can use the correct Religious terminology when talking about what they have learnt</p>	<p>1.Pupils can explain traditions /beliefs behind celebrations</p> <p>2.Pupils can identify similarities and differences between the same religious festival but in different parts of the world</p> <p>3.Pupils can make links within celebrations to different religions</p> <p>4.Pupils can empathise with key characters</p> <p>5.Pupils can justify their reasoning</p> <p>6.Pupils can use the correct religious terminology when talking about what they have learnt</p>	<p>1.Pupils can talk about significant people of faith and the impact on others</p> <p>2.Pupils can identify the values for good leaders</p> <p>3.Pupils can identify similarities and differences of good leaders and why these can differ</p> <p>4.Pupils can talk about how religious teaching can support and make the biggest difference in people's life regardless of following the faith</p> <p>5.Pupils can justify their reasoning</p> <p>6.Pupils can use the correct religious terminology when talking about what they have learnt</p>	<p>1. Pupils can identify and answer some questions that are difficult to answer</p> <p>2. Pupils can develop their own thinking about what makes these questions difficult to answer but interesting to discuss.</p> <p>3. Pupils can make links between these questions and the teaching of religions</p> <p>4. Pupils can justify their reasoning</p> <p>5. Pupils can use the correct religious terminology when talking about what they have learnt</p>						
Vocabulary	<p>Christianity</p> <p>Religion</p> <p>Bible</p> <p>Christian</p> <p>Library</p> <p>Beliefs</p> <p>Faith</p> <p>Timeline</p> <p>Key dates</p> <p>Intervention</p> <p>Moses</p> <p>Jesus</p> <p>Exodus</p> <p>Old Testament</p> <p>New Testament</p>	<p>Way of the Buddha</p> <p>Buddha</p> <p>Beliefs</p> <p>Siddhartha Gautama</p> <p>Suffering</p> <p>Happiness</p> <p>Rules</p> <p>Respect</p> <p>Jakata</p> <p>Bhikkhus</p> <p>Bhikkunis</p>	<p>Christianity</p> <p>Kneel</p> <p>Worship</p> <p>Tradition</p> <p>Culture</p> <p>Ground plan</p> <p>Denomination</p> <p>Internal</p> <p>/External</p> <p>Church/Chapel</p> <p>Respect</p> <p>Altar</p> <p>Pulpit</p> <p>Chalice</p> <p>Artefacts</p>	<p>Way of the Buddha</p> <p>Siddhartha Bodhi tree</p> <p>Enlightened</p> <p>Vihara</p> <p>Five precepts</p> <p>Lumbini</p> <p>Bodh Gaya</p> <p>Deer Park at Sarnath</p> <p>Dhamma Kushinagara</p> <p>Buddha</p>	<p>Christianity</p> <p>Jesus</p> <p>Teaching</p> <p>Ethical</p> <p>Morals</p> <p>Eternal</p> <p>Prodigal son</p> <p>Christians</p> <p>Community</p> <p>Values</p> <p>Behaviour</p> <p>Worship</p> <p>Good deeds</p> <p>Facilities</p> <p>Caring</p>	<p>Way of the Buddha</p> <p>Enlightenment</p> <p>Compassion</p> <p>Harmlessness</p> <p>Buddha</p> <p>Siddhartha Gautama</p> <p>Jakata</p> <p>Bhikkhus</p> <p>Bhikkunis</p> <p>Vihara</p> <p>The 5 precepts</p>	<p>Christianity</p> <p>Artefact</p> <p>Nativity</p> <p>The Magi</p> <p>King Herod</p> <p>Epiphany</p> <p>Bethlehem</p> <p>Galilee</p> <p>Judas</p> <p>Palm leaves</p> <p>Disciples</p> <p>Tomb</p> <p>Barabbas</p> <p>Pontius Pilate</p> <p>Temple</p> <p>Curtain</p>	<p>Way of the Buddha</p> <p>Buddha</p> <p>Vihara</p> <p>Monastic Monastery</p> <p>Tradition</p> <p>Self-discipline</p> <p>Self-control</p> <p>Mental training</p> <p>Bhikkhu</p> <p>Bhikkhunis</p> <p>Gruelling</p> <p>Wesak</p>	<p>Christianity</p> <p>Inspiration</p> <p>Influence</p> <p>Impact</p> <p>St Paul</p> <p>Rowntree, Fry, Cadbury, Barclay, Lloyd Quaker</p> <p>Jesus</p> <p>Conversion</p> <p>Good leadership</p> <p>William Booth</p>	<p>Way of the Buddha</p> <p>Buddha</p> <p>Enlightenment</p> <p>Siddhartha Gautama</p> <p>Four Sights</p> <p>Four Noble Truths</p> <p>Suffering</p> <p>Craving</p> <p>Eightfold Path</p> <p>Humanity</p> <p>Qualities</p>	<p>Christianity</p> <p>Metaphor</p> <p>Challenging questions</p> <p>Response</p> <p>Experience</p> <p>Belief</p>	<p>Way of the Buddha</p> <p>Suffering</p> <p>Profound</p> <p>Reduce</p> <p>Global warming</p> <p>Purpose</p> <p>Responsibility</p> <p>Universe</p> <p>Buddha Followers of Buddha</p>

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	Version Monks Monasteries Gospels Lindisfarne Manuscript Icons Symbols Passage		Worship Stained glass window Reflection Reverence Spire Tower Steeple	Origin Journey Pilgrimage	Influence Impact Belief	The 10 Precepts Peace Lantern Festivals Vihara	St Nicolas Symbols Services Customs Traditions Liturgical colours Liturgical calendar Ascension Commemor ate Shrove Tuesday Lent Holy week Palm Sunday Maundy Thursday Passover Communio n Good Friday Easter Day Ash Wednesday Palm Cross	Theravada countries	Example Qualities and values Admire			
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